

TABLE OF CONTENTS

Sixty-eighth Annual Report
of the Board of Trustees of the
Ohio State University
to the Governor of Ohio

FOR THE YEAR ENDING
JUNE 30, 1938

MCMXXXVIII
THE OHIO STATE UNIVERSITY
COLUMBUS, OHIO

THE OHIO STATE UNIVERSITY

HONORABLE MARTIN L. DAVEY

Governor of Ohio,

Columbus, Ohio.

I have the honor to present to you the annual report of the Board of Trustees of the Ohio State University for the year ending June 30, 1938, as required by law.

Yours very truly,

HARRY A. CATON,

Chairman Board of Trustees.

TABLE OF CONTENTS

	PAGE
REPORT OF THE PRESIDENT.....	1
REPORTS OF COLLEGES AND DIVISIONS	
Graduate School.....	25
College of Agriculture.....	28
College of Arts and Sciences.....	37
College of Commerce and Administration.....	48
College of Dentistry.....	55
College of Education.....	58
College of Engineering.....	69
College of Law.....	91
College of Medicine.....	94
College of Pharmacy.....	99
College of Veterinary Medicine.....	104
Dean of Men.....	110
Dean of Women.....	120
University Library.....	128
Military Science.....	131
Entrance Board.....	133
Physical Education.....	139
University Health Service.....	149
University Personnel Council.....	163
REPORT OF TRUSTEES—Financial.....	170
APPENDIXES:	
I. Student Enrollment.....	176
II. Board of Trustees, Administrative Officers, Changes in Faculty..	186
III. Work of Instructors—Departmental Reports.....	189
IV. Degrees Conferred since the Founding of the University..After	245
V. Degrees and Certificates Granted during the Year 1937-1938....	246

ANNUAL REPORT OF THE PRESIDENT

HONORABLE HARRY A. CATON

Chairman of the Board of Trustees

The Ohio State University

DEAR SIR:

I have the honor to present through you to the Board of Trustees of The Ohio State University for transmission to the Governor of Ohio, as required by law, the Sixty-eighth Annual Report of The Ohio State University for the year ending June 30, 1938.

Death of Newton D. Baker

It is with great sorrow that I record the death of the Honorable Newton D. Baker, a member of the Board of Trustees of this University from December 21, 1932 to a few months before his death, December 25, 1937. Mr. Baker needs no encomium from this institution, since his life and his work both as a lawyer and as a great citizen are universally known. It is appropriate here, however, to say that he took a deep interest in the affairs of the University and its relations to the people of the State of Ohio and contributed generously of his time and ability to carry it forward. Association with him in this capacity was most pleasant. The Ohio State University is another of the public institutions of this country that has felt the constructive influence of Newton D. Baker's intelligence, his notable personality, and his high civic consciousness.

Resignations

Professor Richard Bradfield of the Department of Agronomy resigned early in the year to accept a position at Cornell University. Professor Bradfield had made long advances into the field of soil chemistry and had general recognition as one of the leading research and teaching professors in this science. He was a member of professional groups interested in one or another of the phases of this science and had come to eminence in all of them. His reputation was international. This University put forth its best efforts to retain him in its service, but the opportunities offered at Cornell University could not be duplicated here and so Professor Bradfield has moved on to a larger opportunity.

Assistant Professor Amy Bronsky, who for a number of years taught in the College of Education with distinction, withdrew from educational work to return to her former home in Wisconsin. She left here an excellent record for progressiveness and devotion to the development of the program in the College of Education.

John F. Byrne, Assistant Professor in Electrical Engineering, has gone into commercial work where his keen understanding of the problems of radio engineering will be of great benefit to the manufacturing and distributing industries. Much may be expected of him in the commercial field; in the future, if he so desires, he will have no difficulty in finding his way back into educational work. He was making a notable record here.

J. Huntley Dupre, Junior Dean of the College of Arts and Sciences, with-

drew to become a Professor of History at the University of Kentucky. Dean Dupre developed the office of Junior Dean in a most constructive way and gave sympathetic attention to the needs both of the brilliant student and the student of lesser ability. He held high standards before the students and did whatever an administrator could do to have these standards realized in the records of the young men and young women. Concurrently with his duties as Junior Dean he taught in the field of Modern History. His understanding of historical influences and his appreciation for the forces which direct and make or break civilization made him a remarkable teacher and he brought to his classes not only understanding but inspiration. At the same time he was widely and deeply interested in general University affairs and participated in the discussions, the resolutions, and the carrying forward of many matters tending to the spiritual improvement of the University community.

Professor Robert Fouré and Mrs. Fouré, who had been teaching French on the staff of the Department of Romance Languages for many years, withdrew to return to France and accept educational work in Paris. Professor and Mrs. Fouré during their years of service here presented an impressive illustration of the French gentleman and lady in a foreign country teaching their native language and mingling with the people and accepting the customs here and on the whole presenting a pattern of international culture which was very helpful to our faculty and our student body. Their accomplishment is written deeply into the records of The Ohio State University.

Professor Rudolph Lindquist, Director of the University Schools, is withdrawing at the end of this year to become the Director of the Cranbrook Foundation in the Bloomfield Hills region of Michigan near Detroit. Director Lindquist gave up the Presidency of a college in California to accept here the directorship of that new venture, the University Schools, and he has guided their activities and developed their program and spread their influence since the beginning. Dean George F. Arps of the College of Education selected Dr. Lindquist for this work and the University extended to him every opportunity within its financial capacity. As a result, the University Schools have grown and now include the high school, the elementary school and the pre-school with a faculty of wide experience, of devoted purpose, and of the greatest stimulus to each other and to the pupil group and to the parents.

The Schools from the beginning have attempted to answer two purposes, namely, that of the most constructive educational program possible in these times for the benefit of children, and also to present to the school people of Ohio a demonstration of progressive methods and high accomplishment in the school work. As a consequence, many visitors come to the Schools from Ohio and from other States. These visitors are teachers, public spirited citizens interested in school education, and school administrators. The University Schools have become a demonstration center.

The Schools must also function in connection with the College of Education, and the classrooms are visited by students training for the teaching profession who become observers at frequent intervals under the guidance of their professors. The teachers in the Schools devote much time in conferring with these professors and students from the College of Education and, therefore, we have here an excellent demonstration to those who are preparing to teach.

This brief summary shows the involved position and activities of these University Schools, developed to a very high point by the intelligence, the patience, and the understanding of Dr. Lindquist.

Professor C. E. Lively, for many years a member of the staff of Rural Economics, in charge of rural sociology, withdrew from the University this year to go to the University of Missouri to take charge of that department of work. He is one of the best known professors in this field of work and has studied the rural communities on the ground, has written extensively, has been active in large organizations, and has developed a most useful understanding of the rural mind and life which he has continuously brought to his classes and disseminated to the public.

Colonel Grosvenor L. Townsend was Commandant and Professor of Military Science and Tactics in charge of the R.O.T.C. at this University for ten years. His conduct of the military affairs of the University was marked with high intelligence and appreciation of student ideas and conduct, a feeling of the stimulating relationship which must exist between the faculty and the military officers, and the relationship also between the educational program and the military program. In addition to this, he sensed completely the importance of the land-grant college with its military training in the general defense program of the country and understood the cordial and helpful relationships which must exist between the college and the War Department. The Secretary of War and Chief of Staff liberally supported the military program here and kept Colonel Townsend in charge during three terms of appointment. No record could more clearly announce the understanding of military affairs on the campus and the military work of the country than this record of continuous service here by Colonel Townsend. The University has been the great beneficiary of his service, his human understanding, and his notable personality, and upon his retirement the University faculty expressed its deep appreciation by extending to Colonel and Mrs. Townsend a testimonial reception and dinner and conferring upon them a number of honors which deeply expressed the good will of the occasion.

Joseph C. Troutman, who first held the office of Junior Dean in the College of Arts and Sciences and later the office of Student Counsellor in that College, retired early in the year. He left a record with students and faculty for sympathetic understanding of student ideals and purposes which will be difficult to surpass. He was a wise counsellor, versatile in his approach to the student problems, and resourceful in bringing the student to conclusions. The first two years in the College of Arts and Sciences are used by many students as preliminary to professional or scientific or technical studies. With these various directions of student activity the counsellor must be very familiar; he must have the ability to appraise the qualities needed for success in Medicine or Dentistry or Veterinary Medicine or Engineering or Business or elsewhere, and must endeavor to bring together the student, with his ascertained mental and moral equipment, and the field of study, and thereupon must discover the vocational or professional activity for which the student manifests the greatest aptitude. It is a thorny field for counseling, and yet an area in which the most constructive work in the life of the student is called for. Mr. Troutman met all these requirements in an admirable way.

Professor Carl Wittke withdrew at the opening of the year to become the Dean of Oberlin College and also to continue teaching in History.

He was a graduate of Ohio State University, won a doctor's degree at Harvard University, and, with a brief exception, made his career as a teacher here. For twelve years he was the chairman of the Department of History, teaching primarily in American History.

As a teacher he was excellent, his reputation as a student and writer was well established and he was generally regarded as a brilliant historian. The University presented no opportunity of comparable quality. His going left a sentiment of profound regret.

Professor Howard Robinson of the Department of History also went to Oberlin College at the end of the Summer Quarter. He had been here four years, a Professor of English History, and of acknowledged eminence as teacher, student, and writer.

Appointments

Professor Leonard D. Baver came from the University of Missouri to succeed Professor Bradfield in the Department of Agronomy. Colonel Otto L. Brunzell came from regular service in Boston to succeed Colonel Townsend as Professor of Military Science and Tactics. Professor D. Luther Evans came from the College of Wooster to take up the duties of the Junior Deanship in the College of Arts and Sciences and a professorship in Philosophy in that College. Assistant Professor John P. Gillin came from the University of Utah to the Department of Sociology where his special field of teaching will be that of Anthropology. Assistant Professor Harold J. Grimm came from Capital University to a position in the Department of History. Assistant Professor Frank J. Roos, Jr., came from Ohio University to teach in the Department of Fine Arts. Professor Ruth Streitz of the University of Cincinnati was here on temporary appointment during a portion of the year and will come next year on a permanent appointment as professor in the Department of Education. Her field of work is particularly that of Elementary Education.

Assistant Professor Frank R. Strong came to the College of Law to take the work left vacant by the withdrawal of Professor Clarence D. Laylin in the previous year. Professor Emmerich Von Haam came to the College of Medicine as chairman of the Department of Pathology. This position had been vacant since the untimely death of Dr. Ernest Scott. Professor Von Haam comes from the University of Louisiana and has seen service in several American Colleges of Medicine and acquired his education primarily in European institutions. Professor Warner F. Woodring came on temporary appointment from Allegheny College in Pennsylvania to take up the work left vacant by the resignation of Professor Robinson who went to Oberlin College. Professor Woodring is accepting permanent appointment beginning next year.

Changes in Deanships

Upon the retirement of the Dean of the Graduate School, William McPherson, the Board of Trustees selected George F. Arps, Dean of the College of Education, as his successor. Dean Arps in the Graduate School work has been proceeding with great enthusiasm and careful study and is organizing a program for the continuous advancement of the Graduate School. This School through the years has earned a high place among the Graduate Schools of the United States and the purpose of Dean Arps is to progress conservatively but surely to higher planes of accomplishment.

Professor Arthur J. Klein was selected by the Board of Trustees as Dean of the College of Education in succession to Dean George F. Arps. Dean Klein had been a professor in other institutions, had been in the United States Office of Education in charge of higher education, and while there made a notable two volume study of the land-grant college educational program and progress.

He came to the Ohio State University as a Professor of Education and quickly established himself in the College of Education by his alertness and industry and progressive activities. He has taken up the affairs of the College of Education with marked zeal and understanding.

Bland L. Stradley was transferred from the Office of University Examiner to that of Dean of the College of Arts and Sciences. After the lamented death of Dean Walter J. Shepard, Professor Wilbur H. Siebert had been the Acting Dean of the College. During his term as Examiner Mr. Stradley exerted a large influence in his relations with the High Schools of Ohio and public school administrators of the State, the Colleges of the State, and the North Central Association of Colleges and Secondary Schools. In his various capacities with this latter organization he became an inspecting and rating agent of Colleges not only in Ohio but in many other parts of the United States. When he came to the Deanship he came with this large background of understanding of public schools and Colleges and public school and College people. Through his experiences as Examiner he had also acquired a very intimate knowledge of programs and procedures of various colleges and universities, and particularly of the Colleges in this University. He has gone forward this year with great enthusiasm and a very clear conception of the leading place of the College of Arts and Sciences in a State University.

Charles E. MacQuigg came out of industry to the Deanship of the College of Engineering at the opening of the year. He is a graduate of this University, has had active engineering experience in various sections of the United States, was for a number of years in charge of the Department of Metallurgy at Pennsylvania State College, and in recent years has been associated with the Carbon and Carbide Company of New York City, generally in charge of research projects carried forward in various Engineering Colleges of the United States and in research foundations. He has entered enthusiastically upon the work and during the year has been making a careful study of the College and has found the most pleasant relations with the faculty. He is bringing to the Deanship the qualities which made him so successful in dealing with the human and material situations in the commercial world.

Professional Honors

This year Dr. J. H. J. Upham of the College of Medicine has been the President of the American Medical Association. This is the highest honor in organized medicine and the University is duly proud of the distinction conferred upon the Dean.

Dean Harry M. Semans of the College of Dentistry this year has been the President of the American Association of Dental Schools, a position which is the crowning tribute for the intelligent study which he and others have made in recent years of the curriculum of dental education. Dean Semans has been in the very front of the movement to improve dental education and this movement has been very successful. The University is honored in this preferment.

Dean Oscar V. Brumley of the College of Veterinary Medicine has this year been the President of the American Veterinary Association, an honor which he distinctly deserved because of his work through the years as a professor and Dean of the College of Veterinary Medicine, his interest in the professional meetings, and his zeal for the development of the program for Veterinary Education.

Dean H. W. Arant of the College of Law is this year the President of the

Association of American Law Schools. His long constructive service as a teacher of law and an administrator of law education and as a worker in the various legal associations merited this important position; the high character of his teaching and interest in the improvement of the schools and of the profession are well understood by his associates.

The National Association of Collegiate Registrars elected Miss Edith D. Cockins to the Presidency for next year.

This announcement was received with great enthusiasm by the entire University community. Miss Cockins is still the first Registrar of The Ohio State University, and has steadily developed ways and means of building the Educational Records of students to a high degree of adequacy from the time when the student body numbered fewer than 1000 to the demands created now by almost 17,500 students.

Her methods have received wide acceptance and her organizing ability and forceful personality are cordially recognized by those in similar service the country over.

Other members of the University staff have been accorded highest honors in National Societies:

Professor Joseph F. Leighton, Department of Philosophy, was elected president of the western division of the American Philosophical Association.

Professor Robert B. Stoltz, Department of Dairy Technology, was named Secretary of the American Dairy Science Association.

Professor Jacob B. Taylor, Department of Accounting, served as President of the American Accounting Association.

Professor Harvey Walker, Department of Political Science, was named President of Pi Sigma Alpha, national honorary political science fraternity.

Professor T. C. Holy, Bureau of Educational Research, was President this year of the National Council on Schoolhouse Construction.

Professor Arthur F. Schalk, College of Veterinary Medicine, has been President this year of the Society for Study of Animal Diseases of South America.

Notable Gifts

Mr. Julius F. Stone and Professor Wilbur H. Siebert gave to the University motion speaking picture equipment which has been installed in the University Chapel. A committee of University professors will have charge of the motion picture program which will be eminently educational and the best films obtainable will be presented from time to time without cost to the University faculty and students. This promises to be a moving influence hereafter in the life of the University community.

Mr. Julius F. Stone, through a gift, has made it possible to build a cyclotron and install the same in the Engineering Experiment Station building. This equipment will be the most advanced type, of high capacity, and will enable the physicists and other scientists to make excursions deep into the heart of nature through the demolition of the atom; the hope is that these experiments now made possible with the cyclotron will bring us to an understanding of energy. The field of Nuclear Physics is a fertile one for research in these times by the best scientific minds. The University is very fortunate in being enabled to go forward in this field.

Marietta Comly at her death left a will which gave to the University \$200,000 to be used in medical research. Previously she had given to the University large sums of money on a number of occasions for a medical library and had in other cases shown her deep interest in The Ohio State University.

Progress is being made with the settlement of the Muellhaupt estate in Portland, Oregon, which came to the University by will last year.

The General Education Board appropriated \$36,500 for the study of school broadcasting to be conducted by the Bureau of Educational Research.

Fellowships and scholarships were established by funds received from the Eli Lilly and Company in Bacteriology, from the Ohio Seed Improvement Association for the establishment of agricultural fellowships, from Sears Roebuck and Company for farm boys enrolled in the College of Agriculture, from Wallace and Tiernan Products in Bacteriology, from the M. & R. Dietetic Laboratories for research in Medicine, from the National Aluminate Corporation, from the Ohio Public Health Association, from the American Guernsey Cattle Club, from William R. Kenan, Jr., from Roses, Inc., from the Du Pont Company for a post-doctorate fellowship in Chemistry, and from the Du Pont Company for a fellowship in Chemistry, and from the O. M. Scott and Sons Company. The money paid in for these purposes is expended strictly upon scholarships and fellowships in accordance with the terms of the grants.

Rare books, papers, and other documents were presented to the University by Emeritus Professor Charles S. Plumb. A library bearing his name has been established in the Animal Husbandry Building.

Mrs. George Wells Knight and Miss Margaret Knight presented a large collection of books to the University Library as a memorial to Professor George Wells Knight.

A large number of volumes, periodicals, and reprints was presented to the University from the library of the late President W. H. Scott.

A large number of volumes was presented to the Library by a graduate of the University, Mrs. Lumina C. R. Smyth.

Professor Emeritus Arthur W. Hodgman contributed \$350.00 to obtain and put into place in Derby Hall a tablet in memory of Professor Samuel C. Derby, who for many years was in charge of the work of the Department of Latin in The Ohio State University. Professor Hodgman was a professor in that department for about thirty-five years and presented this as a testimonial of his high regard for Professor Derby. The tablet was unveiled with appropriate ceremonies on June 11, 1938.

A portrait of the late Dean John J. Adams of the College of Law was presented to the University and received with appropriate proceedings in Page Hall on June 11th, 1938.

A portrait of Dean Clair A. Dye of the College of Pharmacy was presented to the University and accepted with appropriate proceedings on June 11, 1938.

Re-location of University Departments

During the year the School of Journalism was transferred from the College of Commerce and Administration to the College of Arts and Sciences. This movement had been in contemplation for several years and was recognized as probably making the most constructive provision possible for the work in Journalism. Both Colleges agreed to the transfer and the School will continue enthusiastically with its development in this environment.

The Department of Applied Optics was transferred from the College of Engineering to the College of Arts and Sciences, and was located in the Department of Physics, under the name "School of Optometry." The purpose is to give all development possible to the activity and the present re-location, it is believed, will provide for the progressive growth of the School.

The students taking the preliminary year leading to professional study in the College of Veterinary Medicine have been transferred to the jurisdiction of the College of Arts and Sciences; there will be a preliminary curriculum leading to Veterinary Medicine in the same general manner as is provided for Medicine, Dentistry, and Law.

The work in Landscape Architecture has been transferred from the Department of Fine Arts to the Department of Architecture in the College of Engineering, and the name of the Department has been changed to Architecture and Landscape Architecture. The purpose is to give more complete expression to the activities in Landscape Architecture which it is believed the close association with Architecture will permit.

The School of Nursing was transferred from the College of Education to the College of Medicine. This School deals with content courses in large part and the College of Medicine furnishes the materials and the opportunities for this content work. The administrative procedures taught by the College of Education to students in Nursing who contemplate positions involving administrative procedures will still be carried on by the College of Education. It is believed that this re-location of the School of Nursing is fundamentally sound and in exact accordance with the practice of the University in all other content fields. Students in Education or in any other College desiring to take work in Nursing can, upon an appropriate record, elect such work just as a student today in any College elects Chemistry or Botany or Psychology. The student in Education will, therefore, find the courses in Nursing presented in the College of Medicine. The three year curriculum in Nursing which trains students for practical nursing will also be given in the School of Nursing in its new location in the College of Medicine. Naturally, some disagreement was experienced when this matter was under discussion, but the re-location in the College of Medicine seems to be in accordance with the best University practice. The curricula hitherto pursued will be continued enthusiastically and effectively.

Some Public Relations

Some new phases of public relations have been developed during the current year. A Legislative appropriation for Commerce Extension could not be used specifically for teaching off the campus as had been the practice for a number of years previously, before the depression caused the suspension of Extension work in Commerce. The College of Commerce and Administration organized several conferences to meet on the campus for a two day session; to these conferences there came large numbers of people vitally interested in the subject matter of the conference in their own private or public business. People eminent in these fields came also from various other states and participated in the deliberations with enthusiasm. These conferences were as follows:

Conference of Trade Executives—March 22, 23, 1938

Alumni Conference—April, 1938

Personnel Management Conference—May 12, 1938

Accounting Institute—May 20, 21, 1938

Each of them brought to the University large groups who felt the constructive thinking of the University faculty members and received a new conception of the University purpose in contributing to the success of the professions and businesses and industries carried on by the people of the State.

The College of Commerce has well-developed plans for two more confer-

ences in the Autumn of 1938. It is the belief that through these conferences the College of Commerce is performing a most useful service to the Commonwealth.

At the middle of the year a Radio Engineering Conference was held at the University. It was planned and organized by the Faculty of Electrical Engineering, under the leadership of Professors Everitt and Dreesse.

For two weeks a program of lectures, demonstrations, discussions, and informal gatherings went forward with great enthusiasm. Engineers from the schools and the industry attended and a complete overview of the growth, the status and the future of this stirring field of engineering science was impressively presented.

Faculty Study of Urgent Needs

We are coming to the time when the State will experience serious difficulty in financing all of the institutions which call for public support. We are, in fact, facing this situation today and have been for several years. The enormous social claims being made upon the body politic call for more and more of public revenue. Therefore, it seems that such institutions as The Ohio State University must study their urgent needs with a forward look of five to ten years, organize these needs in the most intelligent fashion, and then proceed to present such needs to the State Legislature from time to time. These needs must also be presented to the alumni and other individual citizens of Ohio who are interested in the University in the hope that private sources of support may be developed. A dual base for University financing is indicated.

Now, to proceed as intelligently as possible with that matter, a large faculty committee made a careful appraisal of the University needs with some attention to priority and endeavored to cover all phases of desirable University activity. This committee was composed of the following twenty-five members and made its study in eight sub-committee groups:

Dr. W. W. Charters, Chairman
Professor H. E. Hoagland
Professor C. W. Foulk
Professor H. D. Smith
Professor Samuel Renshaw
Professor C. A. Doan
Professor Leslie L. Bigelow
Professor Harvey Walker
Professor W. L. Graves
Professor L. H. Snyder
Professor Alpheus W. Smith
Dean Emeritus William McPherson
Professor E. E. Dreesse
Professor C. C. Stillman
Professor Faith L. Gorrell
Professor W. D. Turnbull
Professor Felix E. Held
Professor D. W. Kays
Professor James E. Pollard
Professor James R. Hopkins
Professor Robert E. Mathews
Professor John L. Clifton
Miss Edith D. Cockins
Mr. Carl E. Steeb
Professor Harlan H. Hatcher

This is the first general opportunity presented to the University faculty to study and present analytically the University needs and the work of the committee, therefore, is of epoch-making significance.

The final report of this committee will soon appear in print and will be widely distributed through the faculty and to interested persons outside and in the administration. The hope is that this committee report will furnish solid foundation upon which University planning on both the educational and material sides may be carried forward and, further, that the existence of this careful study may present a compelling argument to alumni and other citizens and also to the Legislature for more adequate support.

State Support

Most cordial recognition of the efforts of the Legislature and the Governor to meet the needs of the University is hereby made; these State authorities have proceeded in the most generous way possible in the present biennium to carry the University increasingly forward and upward.

The teaching program has always been the first care and generous provision has always been made therefor. This means a constantly enlarging appropriation which necessarily follows upon a constantly enlarging student body. For the year just closing the total registration of students reached the figure 17,411. This is an increase of 50% in the last dozen years, half of which period has been spent in the trough of a depression. The urge of young people to come to the State University is the most striking sign in the social development of the times.

The provision made for supplies and for equipment of many kinds and for capital improvements, by the present Legislature and Governor, shows a deep appreciation of the place which the University is filling in the public life. The total appropriation has now just passed the seven million mark for the biennium, an increase of over one million dollars beyond the appropriation made for the last biennium. Since this enlargement of University support is taking place in a time in which the Legislature and the Governor of the State are sorely harassed by emergency demands of many kinds, the people of Ohio may take renewed courage from the most liberal and sympathetic efforts of their representatives to meet the needs of higher education.

Not only is there a steadily increasing number of students coming to the University, but there is also a great growth of the instructional and administrative staffs and the craftsmen and others in the Physical Plant. During the current year there have been on the instructional staff of the University of all ranks and types of service just short of fourteen hundred people. There have been on the administrative staff of the University in all its divisions and on all levels 613 persons. There have been in the Physical Plant, including craftsmen and laborers of all sort, 423 persons, making a total of Ohio State University personnel, paid by salaries, of 2421 persons. Everyone of these persons has a highly essential place in the University economy.

This great body of students and personnel of the University call for room space on a generous scale. The Registrar makes the schedules and endeavors always to see that the rooms in the University buildings are put to the most economical use. A committee appointed three years ago has been giving assistance by making a continuous current study of the kind and degree of use of the University space. This space is utilized, of course, for laboratories, for class recitation rooms, for lecture halls, for libraries, for conference rooms, for work shops of all sorts, for storage, and for the numerous other needs which a going educational concern inevitably presents. By the most careful planning and record keeping we have somehow found the physical space for

our activities, but a great deal of class work goes on under conditions that impose a hardship upon both students and professors. For instance, a professor may need to meet a class in building "A" for one hour and then go to a distant building "B" to meet another class in the next hour and in the following hour he may be in still another building. These buildings are widely separated on the campus and this kind of arrangement, which we have found necessary in many cases, deprives the professor of his complete opportunity for work with a class and deprives the class also of the opportunities which it should have. The result is that we are utterly dissatisfied with a great deal of the kind of teaching we can do. The only remedy, of course, is an enlargement of various buildings, pointed out clearly and specifically by the Faculty Committee on Urgent Needs. Close cooperation between the Registrar's office, which assigns University space for use and the Committee on Economy in Room Use, and members of the faculty affected, enabled us to carry on as efficiently as possible against the day when some new buildings may be completed.

Employment of Graduates

The opportunities for employment for young men and women, who have spent four or more years of study and training in the colleges and universities and have been graduated, have greatly increased in recent years. The time of greatest discouragement was during the depth of the depression in 1932 and 1933, but since then there has been a rapid improvement as will be shown by the tabulations of data noted below. Looking first at the College of Education, we find that positions were secured as follows in the years noted:

1932—40%	secured	positions	during	year	of	graduation
1933—43%	"	"	"	"	"	"
1934—58%	"	"	"	"	"	"
1935—68%	"	"	"	"	"	"
1936—74%	"	"	"	"	"	"
1937—80%	estimated					

In the College of Commerce and Administration the employment data for the same period are as follows:

1932—40%	secured	positions	during	year	of	graduation
1933—40%	"	"	"	"	"	"
1934—50%	"	"	"	"	"	"
1935—80%	"	"	"	"	"	"
1936—95%	"	"	"	"	"	"

The graduates of the College of Agriculture have, generally speaking, been able to find profitable employment, and the same statement may be made for the College of Law. The graduates of the College of Arts and Sciences are not prepared, generally, for any specific field of activity, but nevertheless their attention is continuously being drawn to positions in the Civil Service of the federal, state, and municipal governments. Also, to some extent, they go into further graduate study, supported by graduate assistantships or scholarships.

It is more and more the custom to complete the work in the College of Arts and Sciences before undertaking a course of professional study; consequently, growing numbers of the Arts graduates are found in the professional colleges. A limited number of such graduates is also to be found in the field of writing, some are employed in offices and bookstores, in the dramatic arts, and in other refined activities based on particular cultural fields and certain intellectual attitudes and abilities. There is no doubt also that radio and motion pictures are now receiving their quota of Arts College graduates.

Graduates of the School of Journalism seem to find a place quite readily with newspapers, periodicals, and the great publicity activities of the country.

Special emphasis is now being given to training in Social Administration, which is finding a constantly widening acceptance in the troubled social and industrial conditions of our times. The Community Fund has become not only a fixture, but a focus of great community enthusiasm annually; the State efforts for relief, the widespread national efforts for relief, the battle against unemployment, the spread of the old age pension system, and other reform and relief movements of the present era in the interests of the under-privileged, or the handicapped, or the unfortunate, or the unambitious, or those who are unable to make social adjustments, or even those who may reck little of the future—in all such areas of humanitarian effort the student of Social Administration may expect to find steady employment on a public basis.

Graduates of Medicine and Dentistry seem to find a place in the world's activities, and particular difficulties in the matter of employment in these fields have not been experienced here. Graduates in Pharmacy seem to find ready employment; in the field of Veterinary Medicine, there never has been any unemployment; the graduates through the years have been able to find positions with the federal, the state, or the municipal governments in a variety of capacities, or have embarked in practice for themselves. Peculiarly in the veterinary field the annual output of prepared graduates has been unable to keep pace with the growing demand. All these evidences of the graduate's preparation for useful world service offer a complete argument for state-supported college education.

A summary statement seems to be in order at this point concerning the chances for the employment of the college graduate in the near future. As we see, these have been increasing in recent years and there is confidence that this condition is not a temporary wavelet in the social order. However, there are many people who believe that there is a "super-abundance" of persons seeking college education today, and that their college training will fit them for positions which may not be available in the near future; therefore, they say, much discouragement and disillusionment will follow and the natural result of this will be a great social explosion. This type of thinking is impressed upon us and if it be properly regarded now it may result in adjustments or changes or improvements in the educational course through which a student is directed, giving him more flexibility of thought, more catholicity of appreciation, and more adaptability to the experiences which may properly be expected in the work-a-day world. In other words, it is said that the tendency in education for the next decade must be, not towards greater specification and restriction, but towards more general preparation and the cultivation of general appreciation and awareness, from which will come the ability to adapt oneself to the contingencies of life as one finds them upon graduation.

This is not a new thought, but it is one being now incessantly announced and is certainly worth careful attention on the part of educators.

Just where the line can be drawn with the greatest benefit to the college graduate is, at the present time, utterly uncertain, since perforce, in these times of industrial expansion and activity in research and invention, we very naturally think of preparing ourselves for some particular activity rather than for something in general. So-called practically minded people can see no beneficial outcome for general education and, consequently, the tendency for some years has been towards specialized education—towards the professions,

towards the occupations which call for higher technical training and development—so that the college graduate may do one thing particularly well—in fact, so well that commercial interests will want to put his abilities to work.

It is said that there is no general ability which commercial interests can employ. If there are only general abilities, they must somehow quickly become specialized if they are to be productive, and if they are not productive, then they are not wanted by the professions or by business.

So the problem is not solved; educational institutions must maintain the open mind and the experimental attitude; the way ahead is marked with constant adjustments based upon the appraisement of individual capacity, the perennial changes in industry resulting from research and invention, and the ceaseless flux of standards imposed on the social order.

It is entirely certain that the University must be very sensitive to conditions in the world affecting the social, industrial, economic, political, and moral interests of the people, and it must do this in furtherance of its announced and expected purpose of furnishing some degree of leadership. It is only through appropriate preparation of its students that this leadership can be forthcoming. College professors, therefore, must understand not only the educational procedures on the inside but the changing world conditions on the outside. The student may well expect such professorial ability and the University must inevitably endeavor to present a faculty thus equipped.

Solicitude for Student Welfare

The supreme agency in the University for conferring with and counseling students is, of course, the professor and the College administrative staff, but there are a number of other agencies which aid in one way or another the progress of the student and his adjustments to the college life.

1. For women students there is a distinct employment agency set up in the office of the Dean of Women and many students are given vital assistance through this office. There is an employment service for men students also, and through these agencies many students are able to earn a part or even all of the expenses necessary to their attendance at the University. The total help afforded in this way is very large.

2. Students are encouraged to exercise self-government through the Student Senate, representative of both men and women students, through the Women's Self Government Association, and the Student Court. The Dean of Men and the Dean of Women are very active in encouraging a self-government attitude and they have succeeded admirably. Hardly ever is there a question of student discipline presented to the office of the President, and although we have almost thirteen thousand students on the campus at one time, coming together from all parts of the state of Ohio and a great many other states and countries, with a great variety of youthful training and of outlooks upon life, nevertheless their deportment is admirable, the spirit of courtesy prevails, and there is a refreshing spirit of "live and let live."

3. The group life of the University finds expression in a thousand ways, such as through fraternities, sororities, independents, honors groups, professional groups, groups in a variety of social relations, religious groups and groups having technical interests. The annual University Directory requires about twenty pages to list these various groups coming together because of extra scholastic interests; they are rather natural organizations where the

student body is so large and so varied, and where the activities of the University have such a wide spread.

4. Many of these student groups receive and expend money and engage in large financial transactions. Gradually the auditing of these financial transactions has been assumed by the University with the complete assent of the student body, and now an auditing department in the office of the Dean of Men reviews the accounts of the student groups amounting to between seven hundred- and eight hundred-thousand dollars annually. Not only is financial rectitude thus assured, but a degree of training in financial transactions—inculcating a sense of responsibility—is afforded to many of the student officials of these varied organizations. It is another manifestation of a type of training for usefulness which the University provides.

5. In addition, there are many intramural activities and recreational activities carried on by groups of students. There is debating, both intra-college and intercollegiate, which receives University-wide encouragement. Dramatic activities are carried on in a large way by student groups, affording appreciation and training in dramatic expression for interested individuals. Recently also through the generosity of two friends of the University, sound motion pictures have been made available in the University Chapel giving pleasure and information to the student body through motion pictures of high educational quality.

6. Then there is the voluntary Personnel Council, which meets at frequent intervals for the consideration of all matters relating to personnel administration throughout the University. The thinking in this Council has been very helpful in personnel matters. During the Autumn Quarter of 1937 a volunteer lecture course was sponsored by the Council for students wishing to learn more intimately and developing about students' social relations. This experiment has been attended with much enthusiasm and will be continued.

7. The Personnel Council also undertook the sponsorship of a "Religion-in-Life" week in the middle of January, 1938. This brought to the campus speakers of ability and spiritual power and the students, individually and by groups, and members of the faculty, found themselves helpfully influenced by these intimate talks and by participation in intimate conferences dealing with the fundamentals of human life and conduct.

8. This year also an "exploratory" course has been opened for freshmen in the College of Arts to give the students there an opportunity to learn more of their aptitudes and capacities and to become better able to plot the direction in which they should project their educational course. Other arrangements, adapted to present to the student a fuller opportunity to "find himself," are under discussion also in that College. These are very significant signs of the times, as we have long since discovered that we cannot be certain about our early judgments concerning what students should study and in what direction exactly their college life should be pointed.

9. Then it will be remembered that a very particular study has for some years been given to the admission of students to the College of Medicine; the procedures are quite involved and elaborate and are intended to select the student who has not only brain capacity as shown by his scholastic record, but aptitude and personality, reliability, and response to the requirements of social service.

In all these and many other ways the University is endeavoring to reach the student outside of the classroom and the laboratory and more adequately to

enable him to understand and to fit himself for the exigencies of a growingly complex society. The University can afford to remit no effort in this direction which promises beneficial results in the lives of these young men and young women entrusted for a period of years to our tutelage.

University Health Service

Attention is invited to the Report, hereinafter printed, by Doctor John W. Wilce, the Director. Therein he describes the origin, growth, development and program of the service and clearly portrays its importance in the life of the students.

Here it will be sufficient to make a general statement indicating its scope.

The service provides medical advice, out-patient treatment, a degree of hospitalization in the University Hospital, personal examination of students, special examinations of students and others handling foods in the various dormitories and other eating places on the campus, and emergency treatments in the case of accidents on the campus or in the laboratories, and in miscellaneous other ways.

It has long been recognized as a University obligation and responsibility to provide these types of medical attention for its student body, and to do whatever is reasonably possible for the maintenance of student health and well-being.

The University and the Public Education Systems and Higher Education in Ohio

The University was founded to carry out the provisions of the Morrill Act of 1862, comprehending particularly two types of education, (1) that in Agriculture and (2) that in the Mechanic Arts. The language of the Act was very broad and enabled the College, when established, to develop into The Ohio State University in 1878. Since that time the purpose has been to give the institution genuine university scope. It, therefore, takes its place among the institutions of learning as another university, of particular importance in the educational system supported by the state of Ohio.

This importance is indicated in the Ohio Statute of 1906, General Code Sec. 7923, making it peculiarly active in the field of professional and technical education and in graduate education and necessarily, therefore, in the fields of research.

In 1914 the Ohio Legislature provided that all students from a particular grade of high school in Ohio should, without further ceremony or requirement, be admitted to the state-supported institutions of higher learning and, consequently, the graduates of all first grade high schools in Ohio are admissible to the Ohio State University and the other four state universities. We have the responsibility of adapting our fundamental courses to the progress and the capacity of the high school graduate for, as President Canfield said in 1896, "The Ohio State University is a part of the public school system and is composed of the 13th, 14th, 15th, and 16th grades." Essentially that remains true and we must have a sensitive regard for our proper coordination with the high school curricula and the high school procedures and teaching. We must fit as closely as possible into this system at the freshman level.

The Federal Smith-Hughes Act of 1917 provided the funds for vocational training in agriculture and home economics and certain trades and commercial

pursuits, and the Ohio State University has been cooperating with the State Board for Vocational Education in training teachers for a system of vocational high schools which have been set up in Ohio, numbering now well over two hundred. That activity is carried on here through the Department of Agricultural Education and is financed almost entirely by the federal government. The opportunity and the obligation of furnishing teachers for these vocational schools is realized by the University as of the same degree of importance as is the obligation and the opportunity to provide teachers for the public schools generally in the state as well as teachers of college grade.

The relation between the Ohio State University and the other universities and colleges of Ohio is a most cordial one; we stand ready to furnish aid and stimulus wherever possible and wherever desired among the higher educational institutions of the state; we gladly cooperate in all directions; and we receive a very creative stimulus from our relationship with them. Our steady purpose is to keep the most intimate and mutually stimulating touch with education on all levels going forward in this state.

Development of the Men's "Union"

The Union building was provided by special Legislative appropriation in 1909. Through the years it has been controlled by a Board composed of representatives of the students, alumni, faculty, and Board of Trustees of the University. For twenty-five years Mr. Edward S. Drake has been the manager, and his vision, genuine sympathy and enthusiasm for students, his fundamental sincerity and simplicity and unremitting zeal have developed all the possibilities of such an institution for men students.

Through student support and its business operation, enlargements have from time to time been made. Just now it is undergoing a major addition by the construction of a Grand Lounge on the terrace north of the building. This is of large capacity and will at least double the attractiveness as well as the capacity of the Union.

The Lounge will be a monument to the vision of Mr. Steeb, who has represented the Board of Trustees from the beginning, and Mr. Drake, who have been associated in this enterprise for a quarter of a century, and the other members of the Union Board who for shorter periods have been active in the Union business.

The Grand Lounge will be spacious, well-lighted, beautifully but simply furnished—a perpetual invitation to students to seek its comforts for reading, relaxation, social pleasures, and good living!

Campus Planting and Landscaping — Development

The campus is now well provided with brick and cement walks, carefully laid along the well-marked paths of student traffic; very little more will ever need to be done in the built-up areas of the present campus.

Planting has been steadily carried forward in accordance with well-conceived long-time plans and the new growth is in evidence in all directions, fitted pleasingly into the landscaping activities in a harmonious and satisfying way.

Occasionally one of the old trees goes down, but the skill of the landscape artist erases its vestiges quickly and fills its place on the horizon with new foliage, ornamental and effective.

Rapidly the darker back-campus places are being illuminated, the rough places are being made smooth, the roadways are being given the most approved touches, and the campus, as a whole, was never in all its long history so glorious to see. We may now cease from our development labors for a few years to study the growth and ensemble effect of the generous planting and landscaping already done.

New Buildings

With the help of the State, the Federal Government, and with some funds of our own progress has been made of a very substantial kind.

A new wing on the University Hospital will be occupied at the end of the summer, providing facilities for the out-patient service and communicable diseases.

A new building provides a modern home and conveniences for Social Administration and at the same time presents an auditorium for groups of about 300 persons, which has gone into instant and continuous use. Assembly facilities have been most helpfully increased.

The Court enclosed by the quadrangular formation of Derby Hall is being transformed into a theater and studio for the further development of the activities in Dramatics. This is a division of the Department of Speech which has hitherto had grossly inadequate outlet.

An addition to the Chemistry building is now coming to completion; it will provide much desired accommodations for making and dispensing chemicals for use in the required classroom and laboratory activities.

An additional dormitory unit built into the west wall of the Stadium went into service in the middle of the year. Another unit is now under construction and will be ready for occupancy next winter. When completed, there will be approximately 500 boys living in the Stadium dormitory under the best sanitary conditions, with stimulating self-government, comparatively inexpensive but entirely adequate living quarters and social advantages. The University is thus qualified to give effective aid to many boys of good intellect and high civic possibilities who could never, under the usual requirements of student living, attend a college at all. We proceed upon the theory that the State has no other assets at all comparable with an intelligent and socially experienced citizenry.

Further working together the Federal Government and the State are enabling the University to remove and to reestablish its Poultry Husbandry plant; to double the capacity of our experimental and demonstration greenhouses and to erect a sprinkling system for the gardens of the horticultural department which will serve both as a laboratory and a demonstration in correct horticultural practice.

These are noteworthy building advances, almost miraculous in these times, and the people of the State are duly appreciative of the enlarging opportunities for their children here made available.

What Buildings Next?

Two most urgent needs for buildings are pressing upon the University faculty and the administration, concerning which all are in agreement: (1) a material addition to the University library and (2) a recitation building in the middle of the campus for the accommodation of class work in many fundamental subjects, but primarily for the maintenance and development of Music

and the Fine Arts. Both cultures have experienced a phenomenal growth in the last ten years.

The University has other needs—many of them—but these are completely dominant. If in the next biennium the Legislature and the Governor can provide for these two capital needs, they will have made the most constructive movement possible for the Ohio State University. Any growth in university support should unfailingly *come at these points!*

University Must Constantly and Sympathetically Adjust to the Altering Conditions of Life

In thinking of the University, its status and its problems, it is well to remember that education is not static. A training which looks constantly to the past, regards as of basic importance only those happenings and causes and results upon human life which have long since spent their force, and never gets down to the active situations of the present, is of little worth. We cannot live in the past, nor can we prepare for the present and the future merely by knowing what has happened and how and why. Therefore we are under the constant necessity of bringing our educational program into direct contact with the life of the times. Certainly, we should become wise about the past so far as it may affect our conduct or our usefulness or our appreciation of nature and man in the present, but no university can rest its educational program upon the antique. It must treat human development and human progress as a seamless web. The educational program must be conditioned by ceaseless experiment and change; may we be quite sure that this goes steadily on in all college faculties?

Various devices are set up for testing the relevancy or the value of proposed changes, but no criterion is applied so constantly or so effectively as that of greater usefulness with reference to present conditions or practices or theories. We are all believers in the disciplines. We know that there are some fundamentals and that, to a certain extent, there may be training for training's sake; yet in the last analysis the University must establish itself in the minds of its people by endeavoring to fit its students more adequately for the life of the time and to cultivate an awareness and an alertness which will qualify them for leadership and the constant adjustment which living entails.

Therefore, there must be large elements in our educational training of today which fit the student to comprehend causes and trends, and give him a large degree of understanding of, and certainly some degree of control over, the forces which are now and which will be operating to work changes in the social order. We as teachers, therefore, must appreciate the necessity of a higher degree of alertness, must come to an understanding of the necessity of cooperation, and in the United States of America must inevitably try to understand democracy and the responsibilities and opportunities of citizenship which necessarily attach thereto, and we must continually be adapting the University training for the professions, for the technologies, and for skills of various kinds, in accordance with present development in all these fields of human activity and the sound principles of progress and adaptation therein. We must also leave room for the creative or the inventive genius which changes all things, and our University curricula ought somewhere to take cognizance of these super-brains which appear from time to time among us.

All of this, if it says anything, cries out loudly that education must be a

dynamic process, comprehending the forces which are constantly bending and shaping society and so determining the changing human scene.

Our responsibility as teachers and administrators is clearly to be aware of the life of the times, to shape our educational procedures in such fashion as to enable the student to take his place enthusiastically, purposefully, and effectively therein. This is the hope, more or less incapable of clear expression, entertained by every one of the constituents of the Ohio State University, and we must not grow weary in endeavoring to bring it to materialization.

As educators we must also realize that the professions and the technologies are calling for more adequately prepared persons and that the steady urge in these times is towards a greater pre-education for the professional or technical courses. This is keenly felt and we have steadily advanced from a prerequisite of secondary school training to one of increasing college training, and we cannot forget that many of the young men and women going into the professions and technologies today are already college graduates when they enter the study for these fields of activity. The college life of the student who expects to make successful entrance into such fields has grown from three or four years in the total, to six, seven, eight, or even nine, years at the present time. They come late, therefore, into actual touch with life, so that maturity as well as training is requisite. This trend is apparent. In many fields already the Doctor's degree is a *sine qua non*.

These lofty requirements make the educational tour so extensive that it will be difficult for young people to finance it and then we may have the spectacle of only the rich reaching the professions. The tendency is being partly offset in these times by a liberal provision of free scholarships for worthy students.

This situation also brings before University faculties very sharply the question whether it is not possible to direct the training into a few fundamental fields of subject matter, thereby enabling the student at an earlier age to pass into the activities of life and to adjust and adapt and master the situations which he faces there, and so at an earlier and more flexible period of life feel himself at grips with the realities.

All these and many other thoughts must find a place in the daily life of the professor; we are not likely to solve them soon or finally, but it is our responsibility to labor with them unceasingly and to carry on educational experimentation without intermission; only thus can we grow in understanding, in sympathy, and in spiritual power.

Administrative and Physical Plant Staff

Mr. Carl E. Steeb, the Business Manager of the University, has given thirty-five years of intelligent, constructive, and devoted service to the Trustees, the administration, and the faculty. He has been a potent factor in every movement adapted to enlarge, to modify, or to make more useful, the physical plant; he has organized and managed the University's business to keep pace with growth and development of the educational requirements; he has constantly maintained a most cordial, working understanding with the State Director of Finance, the State Auditor, and the Governor, so that the business operations meet legal exactions and the changing regulations of the State Administration are adapted to keep in step with the frequently altered conditions of State policy; and in recent years he has worked with the Federal

agencies with understanding and success. Inside and outside he has for these long years unremittingly carried the University business forward buoyantly and impeccably.

His office staff without exception have been cordial, capable, industrious, and entirely loyal.

Mr. W. C. McCracken has been in the service of the University for over fifty years and as the Chief Engineer and Superintendent of Buildings and Grounds he has had the immediate responsibility for care and upkeep of all buildings, for servicing them, for managing the central light, heat, and power plant, for the roads and walks, the landscaping and planting. Paul H. Elleman, Maintenance Engineer, brings to his work an engineer's training, long experience with campus problems, and a remarkable ability to sense the right way of doing University business and of getting on with people. Mr. McCracken's staff has been equal to the requirements on all fronts, and the steady development of the physical plant in sympathetic response to the educational needs has been most satisfactory.

Professor H. Dwight Smith, the University Architect, is in charge of new building construction, of alterations, of designing, and of planning the building development of the University, and carries the work forward with a keen insight and devotion, and the most sympathetic understanding of educational requirements and complete cooperation with faculty and administration.

The University Cabinet

The Cabinet is composed of Mr. Steeb, Chairman, Mr. McCracken, Mr. Elleman, Mr. Smith, Mr. R. M. Royer, Secretary, and the President. This group deals at first hand with every question that in any fashion relates to the physical plant. Of such questions the number is endless, all are important, all are related to the educational efficiency and development of the institution. It operates at the heart of the University; its importance in the University scheme cannot be exaggerated. It makes reports and recommendations to the Board of Trustees.

Administrative Staff

Mr. J. L. Morrill, the Vice-President, has been particularly active and most effectively so, in the field of Public Relations. This is an enormously diversified area, calling for large information, high intelligence and a thorough understanding of University functions and program as well as of the public and the official mind of the Commonwealth, and withal a deal of common sense. Mr. Morrill has carried on with marked success.

Mr. George W. Eckelberry, the Assistant to the President for twelve years, has covered the whole area of educational interests. He has helped to build all budgets, has constantly studied teaching loads, the distribution of student enrollments, the need for more teaching and the quality of the new personnel recommended on occasion, has made a continuing study of department needs for equipment of many sorts, has presided over the Council on Instruction and coordinated its study of new courses, or modifications of courses. His studies have often been at the basis of educational policies. He has worked primarily with and for the members of the Faculty, and has had to cover educational theory and practice most carefully. His contribution to the on-going of the President's manifold activities has been very large. His office staff has been very capable and helpful.

Miss Edith D. Cockins is not only the Registrar, but also the University Editor, the Secretary of the Faculty, and the Director of the Alumni Records.

Her interest in University affairs is unbounded; her practical wisdom and planning have carried many proposals through to enthusiastic accomplishment.

The Registrar's staff is composed of experienced and capable women who meet the many administration and student demands upon the office with sympathetic and prompt attention.

Esther Allen Gaw, the Dean of Women, cares for the interests of the women students with a minimum of publicity and a maximum of efficiency. They obtain practical, day-to-day training in self-government through the Women's Self-Government Association; their social and cultural aspirations are realized in a large way at Pomerene Hall. Clubs and organizations of various kinds are encouraged, and a Hall Library is fostered.

Dean Gaw and the Associate Dean, Miss Grace S. M. Zorbaugh, maintain an employment agency for women students and constantly endeavor to enable them to help themselves and thus make their continued attendance at the University possible. Each year a Vocational Conference, under their guidance, brings to the women students notable speakers who are themselves examples of women in the professions, industries, or in social work or in one of the many kinds of life work which in more recent years have been entered by women. The staff of the Dean of Women is very capable and sympathetic with the student aspirations.

Joseph A. Park, Dean of Men, has developed the possibilities of that office in a notable way. He organized the Student Senate, a self-government agency, and counsels the young men and women most helpfully as they carry it forward.

He has developed the inter-fraternity relations to a high degree of cooperation in the interests of the fraternities and the University. An auditing service for student organizations handling money is not only spreading through these groups a knowledge of correct account keeping but is also teaching the principles of trusteeship and accountability. A cooperative buying system for student groups is working efficiently; a Housing Bureau for men is helping the student to find better living quarters and is solving many of the irritating questions which often arise where rooms are rented. An Employment Agency for men is now maintained and is constantly expanding the opportunities for employment and is very actively participating in the administration of N.Y.A. funds on the campus.

The staff of the Dean of Men is a select group; the office has grown into a great University institution.

The News Bureau is directed by Mr. Harold K. Schellenger and a highly competent staff. The University is a very large source of news, and its collection and organization and proper dissemination to the hundreds of newspaper and news service agencies, call for high intelligence and skill and honesty. Mr. Schellenger possesses all the needed qualities and is managing University publicity in an eminently satisfactory manner.

The University Library is at the heart of the educational activity; it is the dependence of both faculty and students. The central building long since became inadequate and thirteen Department libraries have been established to meet some of the most urgent demands for book service.

Mr. E. N. Manchester, the University Librarian, has faced the almost impossible task for years of finding and maintaining an adequate and highly trained staff operating in insufficient quarters with an under-supply of books

and periodicals. But he has carried the work forward buoyantly and with unflagging zeal, has organized a staff of maximum capacity, and has rendered the best library service possible under our conditions of operation.

The University Examiner's office has charge of all student admissions to the University and transfers from one College to another. The proper administration of this office requires an intimate acquaintance with the high schools and colleges, especially of Ohio, and the standardizing agencies which operate in this territory, particularly the North Central Association of Colleges and Secondary Schools, the Ohio College Association, the High School Principal's Association, and the office of the Director of Education of Ohio. The questions arising in the admission of students are very numerous and very perplexing and a thorough knowledge of high schools and the aims of standardizing agencies is indispensable.

Mr. Bland L. Stradley for many years has been the Examiner. A year ago he was chosen Dean of the College of Arts and Sciences, but also continues as Examiner because of his rare knowledge and appreciation of the school and college system of Ohio and the movements going on for their improvement. He maintains the most vital connection with the North Central group and the Ohio Colleges.

Mr. Howard C. Ginn, who has been associated with Mr. Stradley for many years is the Assistant Examiner in charge of the office. The office staff is highly competent and well trained.

Colonel Grosvenor L. Townsend was for many years the Military Commandant, officially designated the Professor of Military Science and Tactics. His administration was characterized by a delicate appreciation of the military and educational relations. His successor is Colonel Otto L. Brunzell and he brings to the office a most pleasing personality, long experience in military administration in the army and in educational institutions, and a distinct liking for young men of the college age. He will find here very warm cooperation by the University community.

Professor L. W. St. John for twenty-five years has been administering Physical Education and Athletics. The work in Physical Education includes the Division for Men and the Division for Women; these Divisions are staffed with well-trained teachers and present a diversified and constructive arrangement of courses and activities. The work goes forward in a constantly developing manner.

Intramural activities of many kinds are supported by student fees and enlist the enthusiastic participation of the students, who find here both recreation and physical development.

The Natatorium gives large opportunity for aquatic sports and the recently opened golf course covering about 300 acres of land beautifully adapted to the game furnishes a recreational outlet which will be very popular.

All branches of Athletics flourish and the Athletic plant is capacious and modern.

The Athletic Board functions constructively and with a thorough understanding of Faculties and students and has made many notable accomplishments through the years.

As the head of Physical Education and the Director of Athletics, Professor St. John has surrounded himself with remarkable staffs, has developed a well-conceived, balanced program in all fields, has achieved the profound respect

and admiration of the University community and the public, and has become a great leader in Inter-collegiate relations.

The University maintains three Residence Halls, or Dormitories, for women students. These are under the Superintendency of Mrs. Emma E. Prout whose administration has been a notable one for its understanding of the ideas and the ideals of the young women, the tempered supervision of their social life, and its skill in importing into dormitory conditions a "home" atmosphere and a system of liberties and privileges consonant with the self-control and circumspection which are held up before University students as their expected characteristics.

Mrs. Prout's accomplishment through the years is worthy of the highest commendation.

Mr. Edward S. Drake, long-time Manager of the Ohio Union, is one of the most beloved figures on the campus. Many student organizations have made him a member and his contributions to each of them are noteworthy. He has been ever ready to help materially with his mature counsel, and it is a common saying on the campus that the "Students love Ed. Drake." Many young men have been the beneficiaries of his absorbing interest in student welfare. He shrinks from publicity, but students "feel" his deep sincerity and moving interest.

Miss Katherine A. Vogel has served with two Presidents with the greatest distinction. She knows all about University people, the important outside relations and their personal implications, maintains an intimate touch with current correspondence, makes all arrangements and commitments understandingly, and keeps the business of the President's office flowing smoothly. Her universal knowledge and social and business sense make Miss Vogel one of the indispensable administrative institutions.

Dr. John W. Wilce is the Director of the University Health Service. This function of the University has been developing rapidly to keep pace with the ever-broadening conception of the obligations of a large educational institution to the student body. Theories of the field of the private practitioner and of the place of socialized medicine are in clash, and a health service for students is somewhere in the debatable area.

Students in dormitories on the campus, in fraternity houses off campus, in private rooming houses, in the laboratories exposed to chemical, electrical, and physical hazards; students who come in for dispensary attention; students who must have hospitalization; the presence or menace of an epidemic; proper preventive agencies in the field of medicine or health—all these considerations are forced upon the responsible University authorities and must be dealt with.

This is the field of the University Health Service. Dr. Wilce, a highly competent staff, and earnest cooperators in the College of Medicine, in Physical Education, and in every college office, are developing this service with a notable program having respect for all these needs.

In a few years more, with larger headquarters and additional resources, and under Dr. Wilce's intelligent and zealous administration, the Health Service will be one of the University's greatest institutions.

All of these and many others whose names cannot be specifically listed make the University administration and if the business goes on well the credit is theirs. They constitute an alert, capable, sincere, and responsible group of officials.

Reports Hereinafter Printed

Reports of Colleges and various University activities are printed hereafter. Every item which these reports present is interesting and important; however the limits of the volume will not accommodate the reports in full.

An attempt has been made to present excerpts which will clearly show growth, tendencies, aims, problems, and program. A more comprehensive index this year will make such reports more readily usable.

George W. R. R. R.

President.

THE GRADUATE SCHOOL

DEAN GEORGE F. ARPS

The growth in graduate enrollment is an interesting development in American education. When viewed in retrospect over a period of years and in relation to the evolutionary history of our high schools and colleges, it seems probable that the secondary schools and junior colleges will undertake, in the not distant future, much of the secondary school service which at present is assumed by the universities, thus making it possible for the university to give greater support to graduate work.

Just what form this division of labor will take cannot be foretold. The best modern high schools with their improved faculties and facilities are superior to the average college of three or four decades ago. Such schools could very well prepare their good students to enter the sophomore year of the college; while their very best students should be able to enter at the junior year level. There are those who hold that with a highly trained secondary school staff it would be possible to prepare all students qualified to do successful college work so as to incorporate at least the first year of college. Meanwhile, the junior and senior colleges will continue to carry what seems to be the rightful service of the secondary schools.

The trend toward growth at the top is especially noticeable during the past decade. The graduate enrollment during the current year reached nearly 6000—an increase of approximately 2500 during the decade. The number of advanced degrees conferred correspondingly increased. During the present academic year there have been 88 Doctors' and 537 Masters' degrees granted. In this connection it is interesting to note that while the freshman class decreased in size the University enrollment as a whole increased. A partial explanation is found in the fact that the registration in the Graduate School exceeds that of any of the undergraduate colleges and that the graduate degrees conferred considerably exceed the number of baccalaureate degrees conferred by any one of the colleges of the University.

It would be interesting to know whether the quality of the graduate student has increased or diminished as the registration increased. A statistical study will be made in an attempt to answer this inquiry.

A study of the growth in the Graduate School yields the interesting data that 291 colleges and universities are represented in the student body and that of the number 43 are Ohio institutions. Of the total number, 16 are foreign universities. The attendance of students from foreign lands should be encouraged for obvious educational effects. The Institute of International Education now makes it possible to enter into exchange relationships with many of the best European universities. The idea may profitably be extended to the teaching staffs. Such exchanges would materially assist in neutralizing the evil effects of undesirable provincialisms.

The extent of graduate offerings has broadened to include 52 departments. While the instructional staff is generally adequate, the equipment in library and laboratory facilities in a number of departments is inadequate. Such de-

iciencies necessarily restrict the variety of research projects under investigation. During the year the Graduate School budget was slightly increased, thus enabling several departments to undertake a number of important research projects which otherwise would have been impossible. Notwithstanding budgetary limitations, the Graduate School assisted 37 members of the instructional staff either by the purchase of much-needed apparatus for research or by the purchase of necessary books and periodicals and in some cases by grants to employ special research assistants. In addition to this, a book by Professor Francis P. Weisenburger—"The Life of John McLean—a Politician on the United States Supreme Court"—was published in the Graduate School series. A monograph by Dr. James C. Dockeray, entitled "Development of Public Utilities Taxation," is in press.

General Considerations

In view of the limited resources available for graduate work, it is especially gratifying to know that there is a large amount of investigation in progress and that it is of high quality. Certain it is that the creative imagination is not encumbered by excess machinery. There is some truth in the statement attributed to a distinguished scholar—that, "we make our reputation and then secure marble table tops." There is, of course, no substitute for indispensable laboratory and library facilities, such as are now imperative in the modern sciences, but an excess may well entangle the resources of the imagination.

Among the graduate student body are found representatives of a variety of occupational groups. The following table is illustrative of this diversity and definitely indicates that the teaching profession constitutes the chief support of graduate work.

Occupational classifications:

Instructors in Ohio colleges.....	66
Instructors in colleges outside of Ohio.....	94
Instructors in elementary and secondary schools.....	1583
Elementary and secondary school principals.....	167
Superintendents of schools.....	122
State and Federal employees.....	45
Instructors in normal and teachers colleges.....	10
Social workers	26
Ministers	6
Fellows, scholars, assistants, graduate assistants.....	627*
Miscellaneous	146

The Elizabeth Clay Howald Scholarship awarded annually carries an honorarium of three thousand dollars. This Scholarship was made possible by the generosity of Mr. Ferdinand Howald of the Class of 1878. For the year 1937-38 this Scholarship is awarded to Professor Kenneth M. Abbott of the Department of Classical Languages; for the year 1938-39 two such Scholarships were awarded, one to Miss Ruth Hughey, Instructor in English at Mount Holyoke College, and the other to Dr. Julius R. Weinberg, Instructor in Philosophy at Cornell University. Miss Hughey held the Margaret E. Maltby Fellowship of the A.A.U.W. and the Guggenheim Fellowship, both of which enabled her to study in England for a period of two years where she

* This is somewhat indicative of the extent to which graduate students are subsidized. This number does not include fellows and scholars supported by 20 agencies not connected with the University.

made important discoveries of original manuscripts. For two years Dr. Weinberg held the Susan Linn Sage Scholarship in Philosophy at Cornell University.

During the course of the year the Graduate Council has given consideration to a number of matters bearing upon graduate work, such as: (1) the elimination of Option 3 of the language requirements; (2) the advisability of establishing new doctoral degrees alternative to the Ph.D. degree; (3) investigation of the status, function and objectives of the Master's degree; (4) consideration of the organization of the Graduate School so as to make it more articulate with the departments offering graduate work and so as to bring the regulations of the School in greater harmony with the variety of objectives found in the graduate student body; (5) the status and reclassification of graduate courses; (6) increased library appropriations for graduate work; (7) the need of more rigid observance of the regulations of the Graduate School in the interest of qualitative standards of graduate work.

New Doctoral Degrees

The Council has under consideration the advisability of offering two additional doctoral degrees—the doctorate of education and the doctorate of administration. The prevailing judgment seems to be that the objectives of advanced graduate students can no longer be attained within the meaning of the Ph.D. degree. This has been recognized by thirty or more American universities which offer the doctorate of education. The need for a new degree or degrees arises out of a rather wide demand for advanced graduate training in which the emphasis on original research is less advantageous than intensive study in fields related to a given major. The American Mathematical Association, as reported by E. J. Moulton, went on record as favoring less emphasis on training of teachers in original research and more emphasis in related subject matter fields. Other fields of study share this point of view.

It is becoming increasingly evident that departments other than the Department of Education are interested in this particular type of doctorate. The degree when adopted should have wide application to a variety of departments.

In the new degree or degrees, it may very well be that the dissertation would be directed to the solution of problems by methods or techniques that are appropriate to studies closely related to the objectives of the students. Greater emphasis could be placed upon the mastery of subject matter in specialized and related fields than upon original research. There could, and probably would, be less emphasis upon the language requirements; less emphasis, as already indicated, upon original research, and greater freedom in the selection of dissertation topics and perhaps methods of investigation. As stated above, there would be less specialization and therefore greater breadth of training in subject matter. There would be no difference in the standard of competency between the doctoral degrees. Such differences as exist will arise out of the objectives of the professional requirements of the students and not out of the qualitative value of the degrees.

THE COLLEGE OF AGRICULTURE

DEAN JOHN F. CUNNINGHAM

The year 1937-38 has climaxed, in a rather satisfactory way, the series of years when the College has been called upon to accept a constantly growing enrollment without funds sufficiently increased to meet the demand. The enrollment figures for the past five years are as follows:

<i>Year</i>	<i>Men</i>	<i>Women</i>	<i>Total</i>
1933-1934	488	413	901
1934-1935	665	434	1099
1935-1936	843	446	1289
1936-1937	995	536	1531
1937-1938	1048	601	1649

During this period of constant increase in attendance there has not been a square foot of increased space provided by new buildings. There have been no additions to buildings. The only way in which the situation has been met has been through the increased utilization of all available space by rearranging schedules of classes and laboratory sections, the number of which has had to be increased to accommodate greater attendance. Classrooms and laboratories are overcrowded, in many instances, but the necessities of the situation have been recognized by students as well as faculty in a fine spirit of cooperation. However, this condition cannot continue indefinitely. Relief can be afforded only by new buildings and additions to present structures.

In several departments additions to staff are absolutely necessary. It is not fair to teacher or student to attempt to offer work with seriously limited instruction. Faculty members are carrying overloads in many instances, and doing it willingly, in the faith that relief will be afforded soon. The spirit of the faculty has been fine, indeed, in meeting the heavy demand by greatly increased effort without adequate increase in assistance or remuneration.

The business of the College continues to be operated largely by committees. The Executive Committee consists of the chairmen of the several departments, the Dean, Junior Dean, Secretary, and the Director of Extension. It meets at least once each month and handles the routine business of the College. The Committee on Instruction continues to advise with the departments regarding course content, changes and methods. Other standing committees and special committees have special assignments and report either to the Executive Committee or to the College Faculty. The Faculty of the College does not meet at stated intervals but only on call. In many instances where a vote of the Faculty is necessary, it is taken by mail. In this way a more representative expression is obtained and each individual is given greater opportunity to express himself.

Relationships

The varied relationships of the College of Agriculture are probably more extensive than those of any other college on the campus. During the year considerable time has been devoted to a plan of reorganization which called for a definite charting of relationships and authorities. The result shows five dis-

tinct areas of activity with which resident instruction either cooperates directly and intimately or in which its several departments may participate independently. These are as follows: The Ohio Agricultural Experiment Station, Agricultural Extension Service, The Franz Theodore Stone Laboratory, The University Research Foundation, and Ohio Wildlife Research Station. Perhaps the Ohio Department of Agriculture should be added to the list.

Cooperation with these various agencies is an important factor. Naturally, there is intimate cooperation with the Ohio Experiment Station inasmuch as a large number of members of the faculty are also members of the staff of the Experiment Station. Members of the faculty are frequently called to counsel with the State Department of Agriculture; they cooperate in many ways in connection with matters of administration or control of the many projects being carried by the University Research Foundation. More than one-third have a direct agricultural bearing and quite a number of research workers in the College are identified with the active work of the Foundation. The Franz Theodore Stone Laboratory has been removed from the administration of the College of Agriculture and placed in the President's Division, but the work is just as closely identified as ever with that of the College inasmuch as practically all of the staff, including the Director, are members of the Faculty of the College of Agriculture. The Ohio Wildlife Research Station is closely identified with the College, not only through the fact that the Dean of the College is the University representative on the Research Station Board of Control, but because of the intimate connection between agriculture and wildlife. Many members of the Faculty of the College of Agriculture have also cooperated with the Central States Forest Experiment Station or accepted assignments for research work during vacation periods.

In addition to these regularly established relationships, there are others that are called into action quite frequently. The Agricultural Extension Service has been called upon, in recent years, to devote almost half of its time to the problem of crop control and agricultural adjustment in cooperation with the Federal program. Just how long this program is likely to continue is problematical. Other calls come frequently from the many government activities concerned with resettlement, relief, land planning, financial readjustment, etc. Almost daily there is in operation some public relationship of the College of Agriculture.

Reorganization

During the year progress has been made in the general reorganization of those departments having practical operations or land assignments. The first important stage is the rearrangement of the Poultry Farm. For a number of years this situation has been unsatisfactory. The original plan had been carried out only in part. Buildings were scattered and inadequate. As the fiscal year closes we find a new Poultry Plant being constructed on Lane Avenue just north of the Animal Husbandry group. The present Poultry Farm will be largely vacated, buildings removed to the new site or destroyed, and the principal area returned to pasture for the University herds.

New Construction

In addition to the new buildings involved in the reorganization of the Poultry Farm we are pleased to report other new construction that has been

greatly needed. The greenhouses just west of the Horticulture and Forestry Building are to receive an addition that will almost double the present area of glass. This will be divided about equally between the interests of Floriculture and Vegetable Growing.

In the Horticultural Gardens west of the River an irrigation plant is to be installed. The water will be supplied from a deep well to be provided for the purpose. This will equip the Department for a type of work and instruction that is greatly needed and which will be highly approved by the producers of the state.

Physical Plant

Additions to the Physical Plant are seriously needed. The crowded conditions in several of our buildings are pathetic. In the Botany and Zoology Building we find two of the largest departments in the entire University. Classrooms and laboratories are inadequate, private offices are cramped or overpopulated and the conditions are most discouraging to both faculty and students. The quality of the work of these departments is such that heavy increases continue both in undergraduate and graduate work. We continue to insist that the wing at the north end of the building be completed, a new wing be built at the south end, and that a new greenhouse and an animal house be provided.

Conditions in Townshend Hall continue distressing. The age of the building and its heavy occupancy result in conditions that are extremely trying at times. The building is a fire hazard. It should be fire-proofed. It should also be enlarged or, better, a new laboratory building should be provided to take care of the departments utilizing laboratories. In that event it would be possible to provide much more efficient quarters for two departments that are now scattered through two different buildings.

When an Extension activity was moved into Ives Hall two years ago it was suggested that certain changes be made in that building, which would greatly increase the effective utilization of the space. These would not involve great cost but would be greatly appreciated. Request for this change is repeated.

4-H Club Congress

Early each autumn is held the annual 4-H Club Congress. This is a convention of delegates from the organization of rural youth from all parts of the state, together with many of their advisors. The group has a regular program of events, lasting three or four days during which general plans of leadership and procedure are discussed.

This is an inspirational meeting that works both ways. The delegates receive much by way of instruction and stimulation from their leaders, many of whom are on the campus. The University people derive great inspiration from this alert and interesting group.

The Congress this year had an attendance of 468, including advisors, from 71 Counties of the State.

Vocational Agriculture Judging Contests

Toward the end of each spring quarter the Vocational Agriculture Judging Contests are held at the University Barns and Stables. Judging teams gather from all parts of the State for this competition. In 1938 the actual registration was 2822 from more than 60 counties. There were 267 schools represented by 1166 teams which engaged in the different contests.

The judging includes rings of horses, cattle, sheep and swine selected from the University collection of pure bred livestock. The interest is intense and the fact is easily demonstrated that these high school boys learn quite a lot of livestock fundamentals even if they go no farther with their studies.

Farmers' Week

This continues to be the outstanding event of the year in the College of Agriculture if not in the entire University. It is probably the most largely attended program of the kind in the United States. The registration includes only people who are outside the student body. In 1938 the registration was 7,539. The program starts at 8 o'clock Monday morning, and continues through each day until Friday night. Attendance comes not only from every county of Ohio, but from other states and foreign countries. This year we had registrations from 22 states outside of Ohio, and from Canada. The registration comprised 5,863 men and 1,676 women.

Short Courses

This College is one of the few that have continued short courses through the years. Special short courses are offered by the following departments: Agricultural Engineering, Agronomy, Animal Husbandry, Dairy Technology, Horticulture, and Poultry Husbandry. The Grange Lecturers' Short Course attracted an attendance of 190.

With one exception, these courses ran but a few days—mostly from two to four. The exception is the course in Dairy Husbandry, which lasts for eight weeks, exclusive of Farmers' Week.

In 1936-37 the aggregate attendance at these courses was 1,229. In 1937-38 the attendance was 1,453. The interest is keen because the courses are rather highly specialized and a great deal is gained by personal conference between those in attendance. Most of these courses carry a nominal fee.

Dean's Office

In the administrative office of the College of Agriculture an organization has been built which is quite effective. The work of the office has been departmentalized to a marked degree which has resulted in the more efficient use of the stenographic help.

The first division is handled by one secretary who takes all of the dictation of the Dean and Secretary of the College. She has charge of the filing and the supplies for the office. She also meets the callers coming to the office—both students and off campus visitors—and directs them to the proper offices. The second division is that of the Junior Dean who has one secretary to take care of all of his work and assist him with his work of guidance with the students in the junior area.

The third division of the office is in charge of the Secretary of the College. The Secretary is charged with keeping the records of the students, with approving student schedule cards, and with interviewing and advising junior and senior students. He is able to do all this work with the help of one person. When the Secretary of the College began this work twenty years ago he had just one assistant. At that time no student records were kept in the college offices. Now all student records and files are kept in the college office. This work is quickly and efficiently handled. Since it was not possible to have more assistance in this division it was necessary to perfect the record blanks and

filing system so that the records of more than 1600 students can be quickly and accurately made and kept.

The fourth division of the office handles the Farm Rotary accounts and records. Until recently this work had to be done by one person. Within the last year, the farm and the departments having Rotary accounts have been reorganized and a special accountant has been added to the staff.

Public Relationships

The College of Agriculture proceeds on the assumption that the campus is limited only by the boundaries of the state. The influence of the College is felt in every county. Not only are students, former students and alumni found in each community but, through the Agricultural Extension Service, there is at least one regular agent with an office in every county of the state.

Not only is there broad and constant service rendered through Extension channels but resident members of the faculty are on call for special services to groups and individuals. Many organizations of plant and animal breeders and those interested in farm business and rural living depend upon college representatives for counsel and progressive leadership. It may not be stretching the truth to say that much of the cordial feeling toward the University on the part of the Ohio public results from the helpful relationships with the College of Agriculture in their various aspects. Inasmuch as the support of the Land Grant Universities comes so largely from public funds, we feel a distinct obligation to render continuously every form of service to the public.

More specific reports from the several departments of the College are hereto attached.

Junior Area Program

LYMAN E. JACKSON, *Junior Dean*

Survey Course for Students in Agriculture

The purpose of the survey course may be judged by the following brief descriptive titles of the various objectives of the course. It is impossible to make marked progress toward all of the objectives during the time allotted to a three hour credit course. The various objectives, however, are presented to the students with the thought that they may function in setting somewhat of a pattern to be followed throughout college. The various objectives in terms of student abilities are as follows:

To recognize and evaluate important factors in personal development; to evaluate the University and college environment in relation to personal development; to evaluate the field of agriculture in relation to personal development and the opportunity for college training; to manage the business aspects of securing a college education; to maintain satisfactory physical and mental health conditions; to improve the learning ability of students; to increase the proficiency of students in the use of English; to broaden the development of students.

Cooperative Counselling Program

Because of the large number of students in the junior area a Junior Advisory Council was formed by action of the Executive Committee. The various

members of the Junior Advisory Council are assigned groups of students for counselling purposes. The chief purpose of appointing a junior area advisor in addition to the Junior Dean is to broaden the opportunity for faculty-student contacts. The Junior Dean and the individual counsellors are expected to work in close cooperation in handling the problems of student counselling. This program has been in operation but a short time; consequently, there is little opportunity for an evaluation of its effectiveness.

Proposals for the Improvement of Instruction

During the past two years the Junior Dean has devoted considerable time to planning ways and means for the improvement of instruction in the college. One particular phase of this work pertains to the adjustment of the curriculum in the junior area to the individual needs of students. The other phase is developed around the central idea of providing comprehensive ability examinations to be given at various times throughout the educational program for purposes of analyzing the progress being made by students. The plans mentioned are in a formative stage but it is expected that definite steps will soon be taken to put some of the plans into action.

Research

During the past year the Junior Dean with the aid of Dr. Tyler of the Bureau of Educational Research made an intensive study of the quality of the scholarship examination used in selecting prospective students to be awarded scholarships in the College of Agriculture.

Another study was made involving a comparison of the college scholastic progress of students having the typical college preparatory course in high school with students entering with three or more units of vocational agriculture.

An investigation is being made with a view to determining better bases for predicting standards for scholastic achievement. The results of this work will be of particular use in helping to adjust the individual programs of students.

A study has also been made of classes entering during past years to determine the rate at which students drop out of school and the length of time spent in college.

Counselling of Students

In addition to the activities mentioned the Junior Dean is constantly interviewing students with regard to their scholastic progress and other matters of importance to students. In addition to counselling with students in the college many contacts are made with prospective students.

Other Activities of the Junior Dean

The Junior dean has taken an active part in cooperating with the Extension Service having been called upon to help with the programs of many local rural youth groups and also to help with the annual Rural Youth Conference and 4-H Club congresses. In addition, a number of talks have been given before parent and son banquets involving vocational agriculture and vocational home economics.

Counselling Program in the School of Home Economics

A Guidance Committee has been established as a part of the division of Home Economics Education in the School of Home Economics through the program initiated by George-Deen funds. Miss Morgan devotes half time and Miss Scott full time to this work. Guidance for all home economic students is directed by this committee.

Survey Course

All new students in the School of Home Economics are enrolled during the fall quarter in a two hour credit survey course meeting twice a week for talks and discussions of student problems. In the past the freshmen and transfer students have been given substantially the same program, but on the basis of our experience in 1937, it has been decided to completely separate the transfer students from the freshmen and to give the upperclassmen a more individualized program in an attempt better to meet their needs. In addition to the class program each student has at least two personal conferences with an adviser and may come in at other times if she desires.

Advisory System

All freshmen are advised by the staff of home economics 400, Misses Morgan, Turnbull, and Scott, for their first three quarters. All new transfers are advised by Miss Morgan and Miss Scott for their first quarters of residence.

Third quarter students are assigned for the sophomore year to staff members who are in the division in which they wish to major. Those undecided are assigned to staff members capable of giving vocational guidance.

Records

All records for freshmen are in the guidance office. At the close of the third quarter two folders are made for each student—one containing material relative to academic program and record goes to main office, the other containing all confidential material remains in guidance office. Upon graduation the material of the two folders will be condensed and combined for a graduate file. Confidential material is contributed throughout the students' courses by teaching staff as well as guidance staff.

Testing Program

In order to assist the freshmen to understand themselves better, and also to help them in their vocational choice, all freshman students enrolled in the School of Home Economics were given the opportunity to take a battery of five vocational interest and personality tests. Out of the 107 freshman students enrolled, 96 came in voluntarily and took all the tests, two came in to tell us they were dropping out of school, and only 9 did not come in at all. After the tests were scored a conference explaining the results was held with each student wishing it.

The committee feels that as a guidance device the testing program has been sufficiently helpful to be continued another year.

Studies

The guidance committee has been cooperating with the program of research in home economics education by making studies relative to enroll-

ment, freshman personnel and through the development of more complete records.

The Agricultural Extension Service

H. C. RAMSOWER, *Director*

The Extension Service through its staff of men and women trained in agriculture and in home economics respectively, seeks to assist farm families in analyzing and solving problems peculiar to the business of the farm and homemaking. Problems of community, county and state organizations claim much attention. Of necessity, then, the program is broad in scope and includes many activities. A few figures will serve to show the nature and extent of some of the work done.

The staff consists of 87 county agricultural agents, 10 assistant agricultural agents, 46 home agents, 6 four-H club agents, 50 subject-matter specialists and 13 administrators and supervisors.

During the year 196,581 persons attended demonstration meetings of various kinds, 88,806 persons attended 4-H club and adult achievement meetings, 5,412 people attended extension camps, 130,875 different farm families were reached, 305,910 persons called at county extension offices. There were 130,259 telephone calls recorded in county offices, 52,165 boys and girls were enrolled in 4-H club work, 692 Farmers' Institutes were held with a gross attendance of 742-714. Twenty-nine different bulletins totalling 112 pages were printed in issues totalling 302,000; 4,028,008 sheets of paper were used in the mimeographing room. Many more equally impressive figures could be cited.

About 25 per cent of the time of county agricultural agents was consumed in work connected with the Federal programs carried on in Ohio. These include the Agricultural Conservation Program, the Soil Conservation Program, the Farm Security Administration Program, the Rural Electrification Program and the Farm Credit Administration Program. The task of the Extension Service is to inform farm people about these programs in order that they may make intelligent decisions concerning participation.

Perhaps the central feature of Extension work in the counties this year and last year was the land use activities. County committees in all counties have been working for more than two years on a study of land use in particular relation to soil productivity. These committees determined the productivity balance for each county as a whole—that is they determined whether or not rotation practices were building up or exhausting soil fertility. All counties are going backward in this respect.

This project made it clear just how far the Agricultural Conservation Program could be utilized to bring about a decrease in depleting crops and an increase in soil building crops with payments for changed practices. From 90,000 to 100,000 farmers will receive payments. Total payments will probably be less in 1937 than in 1936 when they amounted to nine million dollars. Soil conservation is very much in the minds of farmers and will furnish the basis for our program the coming year.

The 4-H club program continues as a major feature of extension activities. With 52,165 boys and girls enrolled, with 5,499 men and women serving as leaders and advisors of local clubs it will be seen that this phase of our pro-

gram is far reaching in its influence. Club entries in the Junior State Fair were larger than ever before. Eighty counties participated in 4-H club camps with 1,171 boys and 2,921 girls in attendance. Four hundred twenty delegates from 71 counties attended the annual Club Congress on the campus in September.

A youth conference was also held on the campus in September. This was attended by 230 rural youth from 18 to 24 years of age. The conference was sponsored by the Farm Bureau, the Grange, Vocational Education in Agriculture and Home Economics, Rural Church interests and the Extension Service. The conference was highly successful and plans are now being laid for a second conference next September.

Extension work in Home Economics is growing both in size and extent as well as in quality of work done. Five new home agents were added during the fiscal year. Another assistant state leader was employed, making three in all. It is estimated that 60,000 farm women participated in various projects offered. Camps for farm women were held at twelve points with 689 full-time and 363 part-time campers. Major projects were in the field of nutrition, clothing construction, home management, home furnishings and child development and care. In addition home beautification was carried on by home agents in 22 counties, sewing machine clinics in 16 counties.

With a slight increase in budget for next year (about \$16,000), it is our intention to develop the work in the counties further by adding at least four new home agents, four home agents in training, four agricultural agents in training and perhaps two assistant agricultural agents. We shall also expand our printing budget to meet additional demands for bulletins.

We are looking forward, therefore, to a continuation of our present program and to some expansion in much needed areas. The work as a whole enjoys the enthusiastic support of farm people as well as urban people who are familiar with what is being done.

THE COLLEGE OF ARTS AND SCIENCES

DEAN BLAND L. STRADLEY

The Dean of the College of Arts and Sciences has the honor to present the following report:

Few will deny that change is one of the most obvious and compelling principles of contemporary life. Individuals and institutions are continuously confronted with the necessity of adapting their activities and aims to meet the demands of a changing world. The institutions of higher education throughout the country are facing this ever present predicament, and the College of Arts and Sciences of The Ohio State University is no exception. We frankly recognize that this College, if it is to be effective, must constantly devise new policies and procedures, which will meet the shifting circumstances of present day life. We realize, however, that no reconstructive proposals in the curricular or administrative phases of college behavior can be permanently successful if they do not recognize the fundamental and persistent principles of the liberal tradition which colleges of arts and sciences have historically represented. The two-fold objective, to develop a college sensitive to the duties which arise out of immediate emergency and need and to preserve the long cultural tradition, has been manifest in the thinking of the administrators and professors most actively engaged in the destinies of this College.

The desire to promote College activities which profitably represent the demands of an ever changing environment is witnessed in the following procedures: (1) an increased emphasis on personalized education; (2) a growing tendency to achieve closer integration among the various academic departments; and (3) a more serious concern to relate the basic liberal studies to the demands and opportunities of social and professional life. A brief statement of each of these objectives follows:

1. In keeping with the demand that colleges educate men and women capable of living productively in an age of disarrangement and unrest, the College is emphasizing individualized programs of instruction and personnel. The important thing is to prepare a student so that his mind is flexible. If he is alive, the student must be concerned with the profound and revolutionary changes in civilization. The man or woman with a flexible mind will be able, we think, to reflect independently and creatively on such problems as widespread unemployment, the growing role of government, the rise of trade unions in our industrial world, the new planning of agricultural groups, the problem of intense contemporary nationalisms, and the evidences of organized intolerance and bigotry throughout the world. Realizing that centers of higher learning must set up their goals in line with the momentous needs and problems of present day social life, we have given a great deal of attention to a restatement of the objectives of the College. This revised statement of objectives will appear in the forthcoming Bulletin of the College.

The administrative, personnel, and teaching staffs of the College are giving more and more recognition to the total biographical character of each student. Teachers and counselors are realizing increasingly the desirability

for more comprehensive knowledge of the various sciences connected with human behavior and are also becoming keenly aware of the necessity to know the political and economic environments in which students must live. The four-fold plan of education which includes the physical, social, and spiritual, as well as the intellectual phases of life, must be in the minds of those who are in any way responsible for the educational development of the student body of the College.

Influential in the promotion of individualized education are the Exploratory Program, the Vocational Guidance Service, and the Placement Bureau described later in the report of the Counselor. Another important force adding a personnel interest to the educational work of the College is the wholehearted and intelligent concern of the supervisors to acquaint the instructors and assistants of their various departments with the personnel problems of individual students. Another factor representing the goal of individualized education is a new plan for reinstatement of students which will consider the physical, economic, and social, as well as the academic, qualifications of students seeking readmission. A cautious but more lenient policy in the reinstatement of Freshmen failing at the end of one quarter of residence has resulted in the continuance in the University of many students who otherwise would have lost permanently the opportunity for higher education. The increase in the number of interviews by the College staff indicated in the statistical part of this report shows clearly the growing personnel activity of the College. A minor but important phase of the College's concern for better personnel work has been the remodeling of the offices in order to give the student a more immediate approach to the advisory staff.

2. Closer integration between the various academic departments of the College has been attempted by seeking closer and more frequent associations between the Dean and departmental chairmen. The Executive Committee is increasingly becoming a group for the discussion of problems relating to the whole College and to the area of higher education at large. The supervisors in meetings conducted by the Junior Dean have discussed problems of curricular and personnel interest pertaining to the entire College. The Secretary of the College as Chairman of the Personnel Council has been of great influence in relating the personnel work of the College to the programs of the University as a whole. Outstanding as an achievement in interdepartmental purpose and united college action was the establishment of the Bachelor of Science curricula in six different departments. The Exploratory Program and proposed courses in General Education also represent movements toward integration.

An explanatory note on General Education is pertinent: On April 20, 1937, the University Faculty adopted the report of its Committee on the Introduction of Special Courses, which recommended the initiation of an experiment to "discover means to meet the educational needs of students who for one reason or another do not desire or are unable to follow the regular curricula." The motion to adopt carried an amendment which requested the College of Arts and Sciences to "study the findings and recommendations of the Committee in order to determine whether . . . it can adopt and carry out the program as a part of its function as a college." Pursuant to this action, the Dean appointed a committee to report on General Education in the College of Arts and Sciences. The recommendations of this committee were approved by the College Faculty and with minor qualifications by the Council on Instruction.

The Junior Dean is now chairman of a committee which, in cooperation with professors in other colleges, is organizing courses in General Education.

3. The concern of the Faculty and Administration to relate the basic liberal studies to the demands and opportunities of vocational and community life is indicated primarily by the recent transfer to the College of the School of Optometry from the College of Engineering, the transfer back to the College of the School of Journalism from the College of Commerce and Administration, the setting up of a pre-veterinary year, a course for biological technicians, and the Bachelor of Science curricula. A reading of the extra-academic activities of the members of the various departments will show that our Faculty is very active in carrying out their responsibilities to the various communities of which they are a part.

Concluding his first year in the office, the Dean is gratefully appreciative of the cordial cooperation which he has received from all members of the teaching and administrative staffs in the College and in the University as a whole. In spite of the continued depression, the morale has been good and a determined effort has been evident on all sides to promote the best interests of the College. The success of the College depends supremely upon the presence on the Faculty of scholars who are successful as teachers and proficient in research. The future of the College is bright and encouraging with the Faculty bound by a fundamental feeling of unity and harmony. In this spirit we cannot fail. The welfare of the students will always be paramount. To the extent that funds will be available, the retention of and the securing of a superior faculty, the building of a great library, and the obtaining of effective equipment for departmental work will be among the chief objectives of the Dean of the College. A reading of the reports of the chairmen will reveal productive scholarly activity on the part of each department in the College.

Public Activities of the Dean

In addition to his regular administrative duties, the Dean has addressed during the year approximately forty groups including meetings of alumni and friends of the University, high school and college assemblies, professional, church, and business men's organizations, various campus groups, and others.

The Dean of the College of Arts and Sciences has served and will continue to serve as Chairman of the Committees on Membership and Inspection and on Examinations for Advanced Standing of the Ohio College Association and as a special adviser for a half dozen or more of the smaller colleges throughout the State. He has been a member of the State Committee of the North Central Association of Colleges and Secondary Schools and at the April meeting of the Association was elected State Chairman.

Report of the Junior Dean

D. LUTHER EVANS

The main concern of the Junior Dean during the past four initiatory months has been to acquaint himself with the various duties and aims of his office. During this period of adjustment certain services and objectives clearly disclosed themselves as of major significance. The following summary indicates the activities and purposes which appear to be most important in the program of the Junior Division of the College:

I. The major work of the Junior Dean and his associates in the Junior Division is in counseling. The transfer of the Journalism and Optometry students to the College and the establishment of a one-year Arts course for pre-veterinary students have recently increased this type of activity. To illustrate, during January and February, 1937, the total interviews in the College numbered 2151; for the same period of 1938 the count was 3354. In the Junior Division the increase in interviews for this period of 1938, in comparison with the first two months of 1937, was 539.

The counseling program in the Junior Division, in addition to the regular advising regarding schedules and courses has embraced these specialized services: the Exploratory Program; the Placement Service; vocational guidance; group interviews with probation students; individual conferences with probation students and with reinstated students; repeated interviews with low Freshmen; and congratulatory conversations with honor students. Letters of felicitation and encouragement are being sent to special groups of students, and parents are being notified of the academic status of students. An attempt is being made to bring in more often the parents of students for informal conversations on student problems.

II. The relations of the Junior Dean with the supervisors represent one of his major obligations. It is with the supervisors that the Junior Dean must work if he is to have any influence toward the improvement in the teaching of the Freshman and Sophomore courses. The supervisors should meet at least twice a quarter to take up such questions as the following: morale and efficiency among assistants; the nature, types, and frequency of quizzes; the relation of extracurricular activities to studies; the qualifications of a good instructor; the facilities for educational guidance and testing in the various bureaus; methods of evaluating teaching in various departments.

During the present year the Junior Dean has lunched individually with all of the supervisors, and two meetings of the supervisors group have been held.

III. Teaching assistants and instructors are cooperating to a large extent with the Junior Division staff in promoting the educational interests of Freshmen and Sophomores, and an advisory program in which several instructors will serve as regular counselors is being developed.

IV. The Junior Dean is cooperating with the Dean of the College in promoting the program of General Education authorized by the University Faculty.

V. A one-quarter survey course on the objectives of liberal education is being planned by the Junior Dean for all first-quarter Freshmen. Guest speakers will give lectures on the various intellectual approaches to contemporary life. Opportunities will be provided during the course to inform students regarding majors, courses, vocational guidance, testing services, etc.

VI. Under the special jurisdiction of the Junior Dean is the excusing of students from courses in military science. This activity requires a great deal of interview time, but it provides a good opportunity for profitable associations with students and with the military officers.

VII. The Junior Dean, in addition to his work on the regular standing committees of the College, is serving on a special College committee on the Bachelor of Science degree, the University committee on the problem of withholding the grades of students with unpaid fines, and the Junior Council com-

mittee on the problem of absences on field trips and similar affairs. The Junior Dean is Chairman of the Committee to formulate a program of General Education in the College.

VIII. A complete summary of the Junior Dean's publications, speeches, and attendance at meetings during the past two years is given in the report of the Department of Philosophy. The Junior Dean regards his professorship of philosophy and the work connected with it as an integral part of his total program in the College. The time allotted to philosophy is necessarily limited, but within the limits of a five-hour teaching schedule and the responsibilities connected with this instructional load he expects to maintain the usual relations and obligations to the department in which he is teaching.

The work of the Junior Dean is increasingly related to various other personnel associations and functions of the University, but its chief objective continues to be to develop the educational interests and abilities of the students. The Junior Dean must avail himself of all the opportunities and facilities which advance the students' total welfare, but, as was originally proposed, the main justification of the Junior Dean's office lies in its effectiveness as an instrument to promote the best educational practices and ideals of the student body of the college in which he is a personnel officer. The Junior Dean of the College of Arts and Sciences, as chief adviser of Freshmen and Sophomores, gives practical individualized guidance, but he also seeks to interpret to those whom he counsels the broader aims of the general and cultural type of education historically associated with the liberal college.

Report of the Secretary

HOWARD L. HAMILTON

The most important function of the College Secretary is that of counseling with students. This is largely confined to those students who are in the Junior and Senior years. The Secretary has been considered as being more or less in charge of the administrative arrangements and counseling functions of all students in the Senior Division. In counseling with Senior Division students, other duties are involved including the approval of students' schedules and helping them plan their curricular program so that graduation requirements and vocational ambitions are achieved. Likewise connected with this activity is the organization and operation of a faculty adviser system. This involves the selection of proper faculty advisers who have individual qualifications for advising the students, and keeping the advisers properly informed of the progress of their advisees as well as informing them of changes in the curriculum. Occasionally the Secretary serves in the place of an adviser when the latter is off duty. Some conception of the scope of this work may be gleaned from an examination of the interview statistics given later in this report.

Strictly secretarial duties occupy much of the time of this officer. Responsibility for keeping the minutes of the College Faculty and preparation of the material for the various bulletins of the College also consumes much time and energy. General responsibility for the office records including the personnel records of students is another function performed by the Secretary.

The Secretary has been active in the establishment and development of the Placement Service, the Exploratory Program, the General Education Pro-

gram, and the new Bachelor of Science curriculum. In his service on the Committee on Honors, he assisted the Chairman in preparing a comprehensive report of that Committee from its organization to the spring of 1937.

Alumni College

The Alumni College is now in its sixth consecutive year and is sponsored by the College of Arts and Sciences and The Ohio State University Association. The Secretary has had an important part in the establishment and management of the Alumni College, and this year the Dean appointed him Director of this activity. Each year a well-rounded stimulating program is presented. The work of the Alumni College provides an unusual opportunity for self-development.

By reason of his position as Secretary of the College of Arts and Sciences, Mr. Hamilton is a member of the University Publicity Committee and the University Committee on Registration. As Acting Junior Dean, his position entitled him to a place on the Junior Council. In 1935 Mr. Hamilton initiated the program for the orientation of transfer students, and served as Chairman of the Transfer Student Committee for two years. He serves as adviser for the Arts College Council. One of the policies of the College office has been to have its staff in close cooperation with and understanding of the problems of the teacher. To accomplish this relationship, Mr. Hamilton has served as an instructor in the Department of Political Science, and has taught a part-time schedule. An activity of considerable importance has been his membership on the University personnel Council since its establishment. Since October, 1936, he has been Chairman of the Council.

College Statistics

Enrollment

The enrollment of the College of Arts and Sciences has been showing a marked increase during the past three years. This increase is shown below by quarters and years.

	<i>Summer</i>	<i>Autumn</i>	<i>Winter</i>	<i>Spring</i>
1935-36				
Arts	350	2163	1966	1796
Arts-Education	30	71	71	70
Total	380	2234	2037	1866
Withdrawals	16	46	41	34
Net Total	364	2188	1996	1832
1936-37				
Arts	364	2356	1955	1766
Arts-Education	24	77	79	78
Total	388	2433	2034	1844
Withdrawals	11	56	49	36
Net Total	377	2377	1985	1808
1937-38				
Arts	386	2511	2340	2127
Arts-Education	19	87	80	82
Total	405	2598	2430	2209
Withdrawals	14	61	55	29
Net Total	391	2537	2375	2180

The increased enrollment in the College of Arts and Sciences is the source of a serious problem from the standpoint of teaching staff and from the standpoint of administration. While there has been some increase in the number of assistants and instructors, there has been little increase in the number of people in the higher ranks of the teaching faculty and there has been no change in the number of people in the office to handle the administrative details.

Degrees

The following degrees were granted by the College of Arts and Sciences during the past three years:

	1935-36			1936-37			1937-38		
	B.A.	B.S.	Total	B.A.	B.S.	Total	B.A.	B.S.	Total
Summer	33	..	33	43	..	43	38	2	40
Autumn	20	..	20	26	..	26	17	5	22
Winter	22	..	22	26	..	26	47	3	50
Spring	222	1	223	199	1	200	241	77	318
Total	297	1	298	294	1	295	343	87	430

Honors

The statistics having to do with honor students are always of special interest to the College of Arts and Sciences and reflect to a considerable extent the large amount of interest which is evidenced in the departments and in the College administration in this important matter. The total has been increasing from year to year and this past three-year period has been no exception. The Annual Honor Roll of the College is based upon a 3.5 cumulative point ratio for the preceding year. Students must have maintained this average in order to have their names appear. In 1935-36, there were 163 students on the honor roll, of whom 105 were men and 58 were women. In 1936-37, there were 132 honor students, of whom 83 were men and 49 were women. The 1937-38 honor roll will not be published until October, 1938, and therefore these figures are not available for inclusion in this report. In 1935-36 46 students were elected to Phi Beta Kappa, 39 in 1936-37, and 40 in 1937-38.

Students who are graduated with a cumulative point ratio of 3.5 to 3.8 receive the designation *cum laude*; those whose cumulative point ratio is 3.8 and above receive the designation *summa cum laude*. During the past three years, the numbers in these two categories have been as follows:

Year	<i>cum laude</i>	<i>summa cum laude</i>	Total
1935-36	36	8	44
1936-37	26	7	33
1937-38	35	10	45

Certain exceptionally superior students are in their senior year relieved of a part of the routine course requirements and permitted to do a considerable amount of work in a special field under the direction of a designated teacher. These students are largely thrown on their own initiative, and are subjected to a searching, oral, comprehensive examination. If they acquit themselves with distinction in their special fields of study, this is indicated on the commencement program. They may achieve high distinction which is

similarly indicated. During the past three years the results have been as follows:

<i>Year</i>	<i>Distinction</i>	<i>High Distinction</i>	<i>Total</i>
1935-36	16	9	25
1936-37	6	7	13
1937-38	10	2	12

The Arts-Graduate curriculum which was established in 1932 has continued to be of special value to a small group of students who have been capable of entering the program. The number graduating from the combined curriculum which leads to the Bachelor of Arts and the Master of Arts degrees concurrently has been as follows:

1935-36 —	4
1936-37 —	2
1937-38 —	1

Interviews

The administration of the College of Arts and Sciences has held to the policy established by President Rightmire of giving careful individual attention to its students. This has been evidenced by the increasing use of the College office facilities, and the staff of counselors in the office has been taxed to capacity by student requests for information and need for counseling. Statistics have been kept on the number of interviews held by the different officers for a long period of years. The increasing use by the students of this service is the best measure we have of its effectiveness and the value students place upon the friendly counseling arrangements in the College office. The total number of interviews for the year 1936-37 (July 1, 1936, to June 30, 1937) was 10,278 and for the year 1937-38 (July 1, 1937, to May 15, 1938), 14,754. With the figures for the remaining one and one-half months added, the increase will be indeed significant.

Report of the Counselor

HAROLD A. EDGERTON

In beginning his work as Counselor in the College of Arts and Sciences, Dean Stradley asked Mr. Edgerton to pay particular attention to four areas. These four areas were the Exploratory Program, the development of a Placement Service, the development of a more comprehensive Vocational Counseling and Testing Service in the College office, and the carrying on of certain phases of personnel research of interest to the College. It may well be noted that the experience gained in meeting some of the more general problems, especially in the Junior Division counseling, has contributed much to the skill of the Counselor in seeing the problems of the more special areas in their proper perspective. In addition to his responsibilities to the College office, it was agreed that he should teach one course or its equivalent in the Department of Psychology each quarter. Most of this teaching has been of an informal character—in charge of the student work in counseling at the Columbus Counseling Bureau and supervising certain research students.

The Exploratory Program

At the suggestion of Dean Stradley, and with the approval of the Executive Committee and the College Faculty, the Exploratory Program was established, beginning in the Summer Quarter 1937. As its name suggests, the Exploratory Program makes it possible for students to explore the various offerings of the University under the guidance of experienced counselors and members of the Faculty. It presents an opportunity for students to discover their aptitudes and interests and to find their vocational or professional places by testing themselves in different fields of study. Emphasis has been placed upon preparing students properly for their lives as citizens in modern society.

The program has been arranged particularly for two classes of students:

(1) Those who want to try out a number of different courses before making a final selection of a college curriculum. Such students, as soon as they feel that they are ready, are advised to transfer to one of the regular curricula of the University leading to a degree or certificate.

(2) Those who plan to remain in college only one or two years and who do not expect to complete a course leading to a degree or certificate.

About 90% of the Exploratory students come under class 1—those who wish to try out a variety of courses before making a final selection of a curriculum. Between 40 and 50 students have been in the Exploratory Program each quarter. In all, there were 47 in the Autumn Quarter, 47 in the Winter Quarter, and 46 in the Spring Quarter. Each quarter, a few have dropped out of the program, either because of transfer to a regular curriculum or because of leaving the University. Each quarter a few have been added to the program. Some had apparently no idea what they wanted, while most of them needed to make a selection among several possibilities, or to explore one or more fields in addition to one which they thought might possibly be in alignment with their interests and abilities. Various ones presented such combinations as: stagecraft or hotel management, medicine or business, music or psychology (but no teaching), nursing or dietetics or physical education, engineering or psychology.

A careful study was made of the background, aims, the expressed interests, and vocational interests as measured by tests, tests of abilities, of study habits, of subject matter deficiencies, etc., for each Exploratory student. The particular tests used, the particular fields investigated for each Exploratory student were dependent upon the problems presented by that individual. It is expected that there will be a marked increase in the registration in the Exploratory Program due to the fact that the proposed General Education Program will not be in operation during the year 1938-39. Because of the greater numbers a more standardized program of testing will have to be effected. This does not imply that the academic programs of the Exploratory students will be standardized or reduced to rigorous routine. It is hoped through the use of selected N.Y.A. students to put a test service unit into operation in the College office, which will take care of the additional test load which will be demanded by an extension of the Exploratory Program. This proposal to enlarge the testing service will be described in more detail below.

An evaluation of the Exploratory Program is now being made. The study involves comparison of the successes, abilities, aims, and achievements of the Exploratory students with those of a carefully selected control group. The

study will probably be completed about July 1 since it is desirable to include the Spring Quarter academic performance.

The Placement Service

Because the College believes in its program and its product, a Placement Service was established to further the vocational advancement of the graduates of the College. Such a service must necessarily be considered one of the facets of the personnel program of the College. It cannot be considered as a separate bureau. The duties and obligations of the Placement Service are not merely those of aiding students in finding employment, but also the general problem of promoting vocational advancement and vocational welfare of students and graduates of the College. This involves discussion of majors, how to go about applying for assistantships and scholarships, making recommendations for applicants to professional schools, as well as the more customary responsibilities of placement.

The following improvements are recommended:

- (1) A faculty committee to aid in the formulation of policies.
- (2) A budget of at least \$200 per year for enlarging the contacts of the service. In the United States Employment Service it has been noted that there is a high relationship between field contacts and placements. Such an expenditure would benefit the placement activities of the University as a whole.
- (3) Have the responsibility for Civil Service "Placement" centered in the Placement Service of the College.
- (4) The Placement Service should be tied more closely to the Senior Division of the College than is now the case.

A closer cooperation is developing among the placement services of the several colleges. The assistance and spirit of cooperation of Mr. John Mee of the College of Commerce Placement Service especially should not go without notice.

Testing and Vocational Guidance

In bringing into the College office a greater use of tests for purposes of counseling, the principle that tests should be used to get specific answers to particular problems has been followed rather than the notion that all students should be subjected to a common battery of tests. This has been done for two reasons:

- (1) The test data so collected will be of maximum utility in the guidance and counseling of students, relative to cost.
- (2) That the students will cooperate much more effectively in such a program when they can see the possible uses of the data from the tests. We have made considerable use of the services afforded by Psychology 411, both in terms of our students enrolling in that course and in the advisory services afforded by that staff to those individuals who either do not have the time to take the course or do not need the course in full.

The program aimed toward more effective vocational counseling has involved many of the techniques of the Exploratory Program, the testing program, the cooperation of faculty members and other college offices. Through the generosity of the University Library, a set of 82 career monographs has

been available in the College office. These have been used a great deal by both students and faculty.

It is difficult to give an adequate picture of the testing and counseling program since counts of tests and interviews do not bear a particularly high relationship to its extensivity or effectiveness. The effectiveness should begin to show itself in the form of more adequate data for dealing with various "problem" cases in the College, students asking for test and vocational service, and various evidences of better academic and educational orientation. In addition, some time has been spent in advising with the School of Journalism regarding the construction and validation of a journalism aptitude test.

Research

A number of researches relative to personnel problems are under way. All of these studies are being undertaken with the assistance of graduate students working under the direction of Mr. Edgerton.

(1) An evaluation of the Exploratory Program in the light of the abilities, interests, aims, and successes of the participating students and a carefully selected control group.

(2) An abbreviated scoring system for the Strong Vocational Interest Blank, which should make this valuable tool even more usable to those who have to rely on the tedious hand scoring methods. (Mr. E. O. Starbuck).

(3) An investigation of the problem of length of stay in the University: It is hoped to find those characteristics known and available at the time a freshman enters the University which may be used later in selecting the students for a general education program. (Miss Bedsworth and Mr. Susat).

In addition, Mr. Edgerton is attempting to carry on certain studies which are not only of considerable interest to him but also related to his teaching, counseling, and statistical activities. These include such ventures as "A Dictionary of Statistical Terms and Symbols" (with Dr. A. K. Kurtz) which has been accepted for publication.

A study of the statistical characteristics of profile charts. This should make a much used guidance device more effective.

As a result of using certain College office problems as material for class use, Mrs. Conaway has made an excellent study of trends in the election of majors in the College. Miss McDonald has set up a unique and usable secondary file system for the Placement Service.

Three students (Psychology 640) have made a summary of the literature on probation students for use of the office staff.

THE COLLEGE OF COMMERCE AND ADMINISTRATION

DEAN WALTER C. WEIDLER

Student Enrollments

The first year of the biennium (1936-37) marked a substantial increase in student enrollments as compared with the preceding biennium. There was a small decline in enrollment in the year 1937-38 as compared with 1936-37. This is due to the transfer of the School of Journalism to the College of Arts and Sciences. The other divisions of the College experienced an increased enrollment throughout the biennium.

The past two years have witnessed a continuous growth in the service teaching load of our departments. The College of Education for example enrolls a constantly increasing number of their students in Economics, Sociology, Accounting, Geography and Business Organization classes. The same situation obtains with reference to students registered in Agriculture, Engineering and Liberal Arts. The enrollment by quarters for the past three years (1935-36, 1936-37 and 1937-38) was as follows:

TOTAL STUDENT ENROLLMENTS IN THE COLLEGE

Year	Summer	Autumn	Winter	Spring
1935-36	250 ('35)	2214	2133	2002
1936-37	315 ('36)	2457	2302	2196
1937-38	357 ('37)	2275	2157	2054

Particular attention is directed to the very rapid growth in the Summer Quarter enrollment. In the two years 1935 to 1937 the Summer Quarter enrollment increased 42 per cent.

The distribution of the student body by classes is especially significant. The increase in the number of Juniors and Seniors has greatly increased the teaching load in the senior area. The following table showing the distribution of the student body by classes is of interest.

DISTRIBUTION OF STUDENT ENROLLMENT BY CLASSES

Autumn Quarter	Freshmen	Sophomores	Juniors	Seniors	Total
1935-36	1033	569	310	302	2214
1936-37	1081	685	388	303	2457
1937-38	924	599	413	339	2275

Degrees granted by the College in the past three years are shown in the following table.

BACHELOR OF SCIENCE DEGREES GRANTED BY THE COLLEGE OF COMMERCE AND ADMINISTRATION

Quarter	Year	Total	BUSINESS ADMINISTRATION		SOCIAL ADMINISTRATION	
			Men	Women	Men	Women
Summer	1935	40	31	1	1	7
Autumn	1935	28	22	3	0	3
Winter	1936	17	16	0	1	0
Spring	1936	142	76	18	8	40
Summer	1936	45	36	1	1	7
Autumn	1936	20	18	2	0	0
Winter	1937	23	19	3	1	0
Spring	1937	180	126	16	6	32
Summer	1937	45	37	4	0	4
Autumn	1937	29	22	2	1	4
Winter	1938	20	12	3	3	2
Spring	1938	219	156	21	9	33
Total		808	571	74	31	132

College Organization

One important change in College Organization has occurred in the past biennium. This was the transfer of the School of Journalism to the College of Arts and Sciences in the Summer of 1937. The College expresses the hope that the School of Journalism may find the stimulus for a most constructive development in its new administrative affiliation.

Building and Equipment

The completion of the new building for the School of Social Administration in the Autumn of 1937 added badly needed space for this rapidly developing area of our work.

In spite of this addition, the College is still struggling with the problems of inadequate space. The completion of the Commerce Building is badly needed. Present administrative office facilities are entirely inadequate as are also the provisions made for faculty offices, the Library, laboratories and class rooms. It is to be hoped that relief may be afforded in the not too distant future.

Substantial additions have been made to our laboratory equipment in the fields of accounting and statistics through the adoption of laboratory fees in connection with certain courses in these fields. These additions were imperatively needed because of serious depreciation and obsolescence in the case of old equipment and also because of rapidly mounting student enrollments in these fields.

The growth in accounting enrollments has created a serious laboratory situation and it is now necessary to create a second or supplementary accounting laboratory. Equipment is now needed which cannot be obtained with the funds accruing from current fees.

The Geography Department has had substantial additions to its map equipment but still lacks a laboratory or geography work room. This is badly needed if we are to realize the maximum values inherent in this teaching equipment.

Accounting Department

The Accounting Department has experienced an enormous increase in student enrollments in the past few years and this increase has continued throughout the biennium. In 1934-35, enrollments totaled 1835. In the year 1937-38 enrollments aggregated 3404, an increase of 85 per cent in the three year period. The increased Commerce College enrollment and the rapid development of service teaching for other colleges explain this tremendous growth.

Some additions to the teaching staff have been made and the appointment of a number of graduate assistants has facilitated the handling of laboratory and student problem work.

The Department and the College are happy to report the addition to the staff of Professor George W. Eckelberry who will assume his teaching duties in the Autumn of 1938. This appointment is most timely since the Department is badly in need of additional teaching staff on the advanced undergraduate and graduate levels.

Business Organization

The Department of Business Organization has had a large increase in its course enrollments, particularly those on the senior level. Some additions to the staff in the form of graduate assistants and assistants have greatly aided in handling the increased volume of student paper work.

Professor Henry E. Hoagland returned from leave of absence in the Autumn of 1937. His return added mature instruction at a time when it was badly needed in the light of increased teaching burdens on the advanced levels.

In this biennium the Department has cooperated with other departments in the College and with the College of Education in the further development of commercial teacher training curricula. This is a most constructive development since Ohio State is now in a position to make great contributions to the training of secondary commercial teachers.

Economics

The Department of Economics, like the other departments administered in the College, has experienced substantial increases in its course enrollments. Major explanations lie in the increased College of Commerce registrations and in the development of its services to students registered in the outlying Colleges of Engineering, Agriculture, Arts, and Education.

Geography

The Department of Geography has had a most encouraging development in the past biennium. Several members of the teaching staff have been accorded national and international recognition. This recognition has taken the forms of election to offices in state and national associations, and of the publication of significant contributions to the literature of the field.

Student enrollments have increased and there has been a gratifying development of the work in the graduate area.

The development of the Federal Soil Conservation Service offers an enlarged opportunity for students trained in the field. If we are to fully meet this new responsibility, it will be necessary to develop our work on more advanced levels. This is particularly true of the fields of climatology and geomorphology. Such a development must depend in part on the provision of an adequate geography work room or laboratory.

Sociology

Two developments in the work of the Department of Sociology are particularly worthy of special mention. In cooperation with the College of Education and under the able direction of Professors Lumley and Cook, there has been developed course work in Sociology for the training of future teachers. This special work in Educational Sociology is designed primarily to interpret the community to the teacher and to acquaint him with many local institutions and social forces which share with the school the responsibility for student development.

For many years, the Department has been desirous of developing its work in the field of social anthropology. This plan has been well launched in the appointment of Professor John Gillen to develop the work in this important field.

With the development of this work in the field of Anthropology, the Department will not only strengthen its program for the training of sociologists but will be in a position to supplement the training of students majoring in other social science fields.

Social Administration

The beginning of the second year of the biennium was marked for the School of Social Administration by the completion of its building. This gave the school much needed office, laboratory and class room space. Additional laboratory space was badly needed as a result of the rapid growth of the work in social statistics.

The establishment of certain course fees in connection with the work in social statistics has resulted in marked improvement in the machine equipment indispensable to effective work in this area.

The graduate work of the School has made much progress and the school is rapidly developing a substantial two year program on the graduate level.

The School has continued to develop its cooperative arrangements with the social service agencies of the state and the nation. Particularly worthy of special mention is the cooperative arrangement between the school and the Family Bureau of Columbus and Franklin County. Under this arrangement the school and the Bureau cooperated in the appointment of Professor Reimers, who divides his time between the School and the Bureau.

Bureau of Business Research

Throughout the biennium, the Bureau of Business Research has been constrained to operate on a very small state budget. These limited resources have, however, been supplemented by substantial W.P.A. grants and the Bureau has also profited by the allocation of considerable numbers of N.Y.A. student assistants.

Increased emphasis has been given to integrating the Bureau more closely into the life of the College. Its resources have been increasingly used to stimulate and support faculty and student research.

A most significant development is the program for using the Bureau as a student training mechanism. In this connection the Bureau functions as a laboratory and shares the responsibility for course work with appropriate teaching departments.

Commerce Extension

As a result of an inadequate budget, the Department of Commerce Extension was forced to discontinue its program of evening class work. As a substitute, the College has developed a program of Business and Professional Institutes as the form of extension activity which was possible in the light of its limited resources.

The response to these Institutes, financed out of Extension funds, has been most gratifying.

In March, 1938, a conference was held under the joint auspices of the Department of Business Organization and the Ohio Trade Association Executives. The attendance was unexpectedly large and great enthusiasm was shown for the excellent program. It is hoped to make this a regularly recurrent annual venture.

In April, 1938, a conference was arranged for the benefit of the Central Ohio Alumni of the College. Approximately 170 persons attended this meeting and a permanent College Alumni Organization has been effected to arrange for future conferences of a somewhat similar nature.

In May, 1938, the Industrial Management division of the Department of Business Organization sponsored a conference on Industrial Relations. The

program attracted much interest and there was a very large attendance by the representatives of Ohio industry. The enthusiasm for this program has resulted in an insistent demand that the College take the leadership in arranging for annual conferences for the discussion of vital industrial personnel problems.

The Department of Accounting sponsored an accounting conference in May, 1938. National figures in the accounting profession participated in the program. Some 450 persons were in attendance at these meetings, and all sections of the United States were represented. It is hoped to make this an annual affair.

In the Autumn Quarter of 1938, the College plans two additional conferences. In October, the Department of Business Organization will sponsor a credit conference and somewhat later, the Bureau of Business Research will cooperate with the Ohio Conference of Statisticians in developing a statistical conference.

The response of business and professional interests to these conference programs has been most encouraging. Not only have they served business but they have been a great stimulus to our faculty and student body. It is sincerely hoped that these conferences may become an integral part of the program and life of the College.

College Placement Office

Throughout the biennium, the College Placement Office has been rapidly developed under the able direction of Mr. John F. Mee, its manager.

In the school year 1936-37, this office assisted in placing 95 per cent of the College's graduates in business positions. In the year 1937-38, in spite of less favorable business conditions, the office found business opportunities for 80 per cent of the year's graduates.

In the past year, the functions of the office have been broadened to include a placement service for graduate students majoring in the departments of the College. The director has been instrumental in placing a considerable number of graduate students in College and University teaching positions.

As a collateral of its placement service, the office has become an important factor in the vocational guidance of our students.

Our future plans envisage this office as providing a most important liaison between the College and Ohio business and professional interests. Out of these relationships there should come important contributions to the development of college educational programs.

The Junior Dean's Office and Student Personnel Work

The Junior Dean's office has continued to make important contributions to the student personnel work of the College. Through conferences and through cooperation with teachers, the College Executive Committee, and with other personnel agencies, the Junior Dean has stimulated superior students, assisted the less competent and given much service in the solution of student problems.

Special sections for superior students have been developed in cooperation with the teaching departments. The results have been most encouraging.

The College has continued its policy of giving freshmen a full year's trial period in the College. The results have strengthened our conviction of the constructive nature of this policy.

We have continued our efforts to stimulate scholarship by the publication of an annual honors list. Beta Gamma Sigma, our honorary scholastic fraternity has sponsored an annual dinner for all Freshman students who qualify for the College honor roll.

Our plans for the future involve the enlargement and development of our student personnel program by assigning important personnel responsibilities to the supervisors of our large elementary courses. Through this plan we hope to develop important adjuncts to the personnel work of the Junior Dean's office.

The attached reports of the chairmen of the departments located administratively in the College set forth the major achievements of the biennium, programs in progress and in some instances, record outstanding departmental needs.

Report of the Junior Dean

CHARLES WELLS REEDER

The major portion of the work of the Junior Dean for the current year has centered around his activities "as a personnel officer to counsel with Freshman and Sophomore students concerning their personal and scholastic welfare and progress . . ." The work of the office is conducted mainly in interviews. These tend to occur during three periods; The pre-college residence period; the college residence period; and the post-college residence period.

Pre-College Residence Period

In the interviews held with students prior to enrollment in the University, an attempt is made to interpret the aim of the college and the particular program of education which it sponsors. Efforts are made to see how closely the vocational aims of the student correspond with the purposes of the college. These interviews also cover the educational background of the student and his plans for financing his education. Some interpretation is attempted on the basis of high school records and business experiences in terms of probable college success.

College Residence Period

During the time that students are in residence in the college interviews are conducted on a variety of problems. These center around the following situations: the relation of employment to school programs; methods of study; proper budgeting of time for study, employment and school activities; selection of major fields for specialization; transferring to or from other colleges; effects of sickness or ill health upon the college program; adjusting schedules in terms of various needs; fraternity and sorority membership; emotional upsets; participation in extra-curricular activities; make-up of entrance conditions; demotion to sub-freshman courses; reasons for excessive absences; interpretation of tests; withdrawal from the University and many other problems that arise in the student's life.

Post-College Residence Period

In the post-residence period, conferences generally deal with problems of readmission, transfer to other colleges, employment in industry, and other problems of life-adjustment.

Contacts With Parents, Instructors, and Personnel Agencies

In handling the problems mentioned above, interviews are conducted not only with the students concerned but also with their parents, relatives, and personal friends. Instructors are also drawn into the picture because on many occasions they have access to information denied to others. The University personnel agencies are canvassed for data such as the University Health Service, the Psychological Clinic, Deans of Men and Women and superintendents of the dormitories.

Standard Tests

In interpreting student experiences and in advising on problems of adjustment, increasing use is being made of standard tests. In addition to the scores available from examinations taken at the time of entrance, use is being made of the following tests: vocabulary, study methods, vocational interest, clerical ability, and personality. With these facts as a background, efforts are made to outline the solution to difficulties and to determine what is best for the student under the circumstances.

Invitation Sections

Among other activities carried on in the Junior Dean's office, mention should be made of the organization and conduct of invitation sections. These sections are designed to bring together in certain courses, students of better than average capacity. Course procedures are modified and efforts are made to carry on a program designed to fit the needs of the more gifted group. The results so far attained from these sections indicate general approval on the part of the students. Extension of the practice would afford more attention to the superior individuals in the college and allow certain desirable modifications in the teaching program.

Analyses of Sections

Analyses of sections are made upon the request of instructors who desire to know more about the make-up of their groups. Records indicate that great variation exists among sections in the same course, both within a quarter and between quarters. These analyses are made from data on the mental capacity of students and on their academic accomplishments. The reports are submitted both in statistical form and on scattergrams. Interpretation of the grades recorded at the close of the quarter is significant in showing the quality of academic work done by the various types of students enrolled in the course.

Research Studies

It has been the philosophy of the Junior Dean that the practices of his office should be based to a large extent upon the results of statistical and research studies. To that end considerable emphasis has been laid on the accumulation of data on all phases of student experiences. The interpretation of these facts has been helpful in the formulation of policies and in subsequent interviews with students. Formal reports from these studies have been submitted for the most part to the College Executive Committee although others have had wider circulation among other college groups, especially the Junior Council.

THE COLLEGE OF DENTISTRY

DEAN HARRY M. SEMANS

Research in the College of Dentistry has become quite outstanding. Its development commenced about ten years ago. At that time Paul C. Kitchin, B.S., M.S., D.D.S., who had five years experience as an instructor in operative clinical procedures, undertook the organization of dental research. Today the phases of research cover, largely, manifestations. The following is a short survey of some of the activities the past year:

Correlation of instruction in histology and embryology with other subjects in the dental curriculum. (Paper read before the American Association of Dental Schools, Baltimore, March, 1937.)

Does resection of the mandibular nerve supply affect the development of teeth? (Report on a research project with L. F. Edwards. International Association for Dental Research, Baltimore, March, 1937.)

Local anesthetics; histopathologic effects of pH, hemolysis and individual constituents. (Report on a research project with H. M. Weaver and R. D. McFarland, International Association for Dental Research, Baltimore, March, 1937.)

Illuminated photographic display on round cell sarcoma of the mandible. (Clinic before the Mad River Dental Society, Springfield, Ohio, May, 1937.)

Round cell sarcoma of the mandible. By P. C. Kitchin and C. A. Doan. *Journal of Dental Research*. Vol. XVI, No. 2, April, 1937.

Sodium alkyl sulphate as a detergent in tooth paste. By P. C. Kitchin and W. C. Graham. *Journal of the American Dental Association*. Vol. XXIV, pp. 736-755. May, 1937.

Bone ash relation to dentin development in experimental rats following the feeding of milk resulting from different methods of dairy feeding and irradiation of the cows. To be privately published by Mr. R. W. Kenan in his annual report on Randleigh Farm. (Cooperative project with W. R. Kenan in cooperation with O. Erf, J. F. Lyman and Paul C. Kitchin.)

There has been a continuation on the part of the Research Laboratory with the cooperative project at Randleigh Farm, Lockport, N. Y., this work being done with Drs. O. Erf and J. F. Lyman. The work in 1937 was a continuation of the vitamin D study and in 1938 was concerned with vitamin A. Our concern is with the effect of these vitamins on tooth structure.

Cooperation has been maintained with the Department of Medical Research in those cases of systemic disease where dental foci of infection are suspected of being etiologic factors.

In cooperation with the Ohio State Research Foundation, the Dental Research Laboratory has just completed a project for the Procter & Gamble Co., of Cincinnati, concerning the use of polishing agents in connection with sodium alkyl sulphate. The report on this case will not furnish material for any publication by this laboratory because it has been carried on as a confidential project. Valuable assistance has been rendered in this work by Dr. R. D. McFarland of the dental college staff. The report is now being compiled.

Dr. Kitchin attended the 1937 meeting of the American Dental Association in Atlantic City, July 1937, and presented there a scientific exhibit based on the work done by Dr. Edwards and himself and published under the title "Does resection of the nerves supplying the mandible affect tooth development."

Material is being collected in the laboratory, through the assistance of Drs. Snyder, Postle and Trippy of the Oral Surgery Department, for a study in polarized light of the enamel development of completely impacted teeth. The object is to determine the effect, if any, of the saliva on the crystallization process in the enamel.

A study on the effect of artificial fever on the growing teeth of rabbits is being conducted in the research laboratory by Mr. Berman, a dental student. The material for this work has been secured from animals artificially febrile by radiotherm and diatherm by the Department of Medical Research in his study of the effects of fever on nerve tissue. It is hoped that the report by Mr. Berman on this work may be incorporated in a symposium fever report by the various workers in the field in the Medical School.

(1) Beyond the Microscope. By Paul C. Kitchin. (Address of the retiring President of the International Association for Dental Research delivered before the annual meeting in Minneapolis, March, 1938.)

(2) The Effect on Tissues of Isotonic Solutions of Varying pH and "iso-pH" solutions of Varying Tonicity. By H. M. Weaver and Paul C. Kitchin. Read before the Minneapolis meeting of the International Association for Dental Research, March, 1938. (This paper covered the effects on the nerve tissue of experimental animals. The effect on the connective tissue surrounding the nerve will be considered in a subsequent article. The material is already prepared for study on this last phase of the work.)

A paper was prepared and read before the Biology Club of the University in January, 1937, by Dr. Kitchin. The title was "The development and physiological maintenance of the teeth."

Members of the faculty have presented many papers and clinics at various dental societies. A selected number of these are as follows:

DR. D. P. SNYDER, *Professor of Oral Surgery.*

Written discussion upon the Teaching of Oral Surgery before the American Association of Dental Schools, Baltimore, Md.

Paper—"Anesthesia for Oral Surgery," given before the Nurses' Anesthetists Association.—Published.

Presented and operated cases in Oral Surgery and gave Ethyl Chloride and Nitrous Oxid anesthetics before the Ohio State Dental Society.

Paper and clinic before the Southern Ohio Dental Society, Portsmouth, Ohio.

Paper and clinic before the Columbus Dental Society at the College of Dentistry.

Paper and clinic before the Rehwinkel Dental Society, Chillicothe, Ohio.

Paper and clinic before the Mad River Valley Dental Society, Springfield, Ohio.

DR. CLYDE H. HEBBLE, *Associate Professor, Operative Dentistry.*

Dayton Clinic Meeting—Presented clinic "Cavity Preparation and Castings."

Rehwinkel Dental Society—Presented lecture and clinic "Preparation in Vital Teeth for Fixed Bridge Attachments and Castings for Same," Chillicothe, Ohio.

Eastern Ohio Dental Society—Lloydsville, Ohio, lecture "Cavity Preparation for Abraded Teeth."

Maumee Valley Dental Society, lecture "Preparation of Vital Teeth for Fixed Bridge Attachments," Defiance, Ohio.

Lecture at Zanesville, Ohio. "Refresher Course" under auspices of Dental Division, State Department of Health. "Operative Dentistry for Children."

As a member of the Medical Staff—Children's Hospital, Department of Dentistry, "The Influence of Diet on Teeth of Growing Children," published in June, 1938, issue of "Bambino," publication of Children's Hospital.

DR. I. A. BOTTENHORN, M.D., D.D.S., *Professor, Dental Pathology.*

Central Ohio Society, Delaware, Ohio. Lecture on "Treatment."

Western Ohio Dental Society, Troy, Ohio. Lecture on "Treatment."

DR. C. W. STROSNIER, *Assistant Professor, Operative Dentistry.*

Clinic, Huntington, W. Va., Dental Society. Amalgam Filling.

Clinic, Columbus Dental Society, Columbus. Amalgam.

Lecture and Clinic, Cincinnati Dental Society, Amalgam Filling.

Lecture and Clinic, Central Ohio Dental Society, Ashland, Ohio, Amalgam Filling.

Clinic, Stark County Dental Society, Canton, Ohio. Gold Inlay.

DR. C. O. BOUCHER, *Instructor, Prosthetic Dentistry.*

Papers and Clinics on Dentures

Paper and Clinic at Maumee Valley Dental Society, Defiance.

Paper at Canton Dental Society.

Clinic at Ohio State Dental Society, Cleveland.

Paper at meeting of International Association for Dental Research, Baltimore, Md. Published in the April issue I.A.D.R. bulletin.

Paper at Northwestern Ohio Dental Society, Lima.

Clinic at Mad River Dental Society, Springfield.

Paper at Muskingum Valley Dental Society, Cambridge.

Paper at Atlantic City meeting of the National Society of Denture Prosthetists, Atlantic City, N. J.

Paper at Rehwinkel Dental Society, Chillicothe.

Clinic at Ohio State Dental Society, Columbus.

Scientific exhibit on dentures at American Dental Association, Atlantic City, N. J.

DR. L. S. PETTIT, *Instructor, Operative Dentistry.*

Clinic—Prophylaxis—Ohio State Dental Society.

Clinic—Prophylaxis—Columbus Dental Society.

DR. LOUIS E. REIF, *Instructor, Operative Dentistry.*

Clinic—Improper fillings. Cincinnati Dental Society.

Clinic—Improper fillings. Rehwinkel Dental Society.

DR. R. D. MCFARLAND, *Instructor, Operative Dentistry.*

Gave clinics on various filling materials as follows:

Akron Dental Society

Toledo Dental Society

Northwestern Ohio

Rehwinkel Society

Dayton Society

Ohio State Society

Eastern Ohio Society

W. D. Miller Society

Canton Society

THE COLLEGE OF EDUCATION

DEAN ARTHUR J. KLEIN

The major problem we have attempted to face squarely during this past year in the College of Education is to discover the role that a college of education should play in its educational service to its students, to the campus, to the people of the state, and to national thinking in our field.

The re-thinking of our educational function is, of course, a part of a major process that is going on throughout the United States. A study of current conceptions of the functions of the schools as they now operate shows contradiction and inconsistency. There is extreme vagueness in some areas and too precise limitation in others; schools are traditionally conventional here, imaginatively utopian there. Like industry or politics, there is considerable lag between what we conceive to be best practice and what is actually happening in the schools.

The preparation of teachers has not escaped this lag or this confusion. This problem has been given critical attention by a college inter-departmental committee consisting of approximately thirty faculty members, the committee being known as the Committee on Initiation of Program. The initial report prepared by this committee was submitted for consideration to all members of the college faculty with a request for discussion and suggestions for revision. After such revision, the Executive Committee approved the report unanimously as one which should serve as a working guide in the development of the college program.

The weaving of the principles involved in this report into the fabric of teacher preparation is so far-reaching in its implications as to merit consideration in this report. The major principle of the committee was that the democratic way of life constituted the major method for eliminating current social inconsistencies and for giving a faith to which genuine intellectual and emotional allegiance might be given. Genuine allegiance and adherence to such a philosophy in all our activities of teacher preparation would profoundly modify our teaching practices.

It is further believed by the committee that the method of democracy and its basic ideal is that of securing adjustment and reconstruction through the free application of intelligence to specific, real situations. This involves not merely the principle of freedom to teach, but also the less well-recognized converse principle, the freedom to learn.

Stated succinctly it is the purpose of the school to deal with its students in ways appropriate to their maturity levels which will promote the continuous reconstruction, improvement, and enrichment of individual and group living. This will, it is believed, be attained by aiding pupils to develop personal points of view, attitudes and abilities which will lead them to sensitivity and to intelligent action with respect to problems of individual and social living. Such sensitivity will involve curiosity about themselves and the world, and the development of a sense of responsibility which will express itself in critical formulation of choices among values and among plans of action. It is

the function of the school, therefore, to aid the student through such guidance and control as it may provide to develop and cultivate a wide variety of personal interests, to develop concepts, techniques, habits and skills; to conserve and promote optimal physical and emotional well-being—all for the purpose of developing effectiveness and responsible self-direction in discovering and dealing with the individual and social problems of the student's world.

Such a statement of the purposes of the school does not imply that either the formulation or content is regarded as forever fixed and unchanged. Both are and must be regarded as merely tentative. This statement of purposes is, therefore, subject to continuous evaluation.

It is easier to state these principles verbally than it is to work them out. How is it possible to carry forward such a program in the College of Education?

Creating a Teacher

The first area in which this program must be developed relates to the initial admission of students. In a democratic state university we do not believe that a highly restrictive process of initial admission to teacher preparation is justified. Two factors prompt our decision at this point: In the first place, the youth and narrow experience of high-school students, together with the existing paucity of intelligent educational and vocational guidance during the high-school period, make it entirely probable that the great majority of students do not decide to prepare for teaching upon the basis of intelligent understanding of what is involved in teaching and of the relationships of the personal qualifications of the student to these demands. More time and further purposeful exploration are needed by these students to determine whether they should actually continue their education in the direction of preparation for teaching.

In the second place, we do not at present have any instruments that are valid and reliable which will determine at a particular instant of time, such as that of the date of admission to college, that a particular individual should or should not enter upon a career looking to public school service.

Clearly, if we follow the principle of free initial admission of high-school graduates, the measure of success of the College of Education will not lie in retaining a large percentage of students to the completion of their teacher-training program; rather our success should be judged in terms of the number of students who can be guided to successful and happy educational and occupational lives outside or within the field of public school service.

When success in pursuing college courses is to be based upon criteria other than narrow intellectual subject-matter attainments, much more critical programs of diagnosis and guidance are demanded. This diagnosis will be not merely of a type which is imposed upon the student, but more important still it will attempt to get students to diagnose their own needs, interests, purposes, abilities, strengths and weaknesses. The actual development of such a guidance and advisory service is, of course, the keystone of the arch. We have, therefore, begun work on a student advisory system and already an experimental plan of organizing advisers has been tried out with marked success.

Under this plan advisers were selected for the experimental group from a considerably larger number of faculty volunteers. They meet weekly with competent personnel specialists to consider their problems and methods of dealing with their problems. The growth in their competency in dealing with

students and the growth of their interest in doing this job, have resulted in much closer relationships among students, faculty and personnel specialists.

In connection with the experiment, a plan has been developed and is in operation whereby faculty advisers furnish the personnel offices with information which could not otherwise be obtained, and the personnel offices furnish the advisers with information about students which would not be available to them as a result of their independent efforts. Each adviser is assigned approximately fifteen students, admitted under the conditions suggested by this discussion. Since it is not the purpose of diagnosis and guidance merely to retain students in the teacher-training program, the number of advisees tends to decline as the process directs students to other educational and occupational areas in which it appears that they will be happier and more successful. The adviser will ordinarily carry the students who remain in the teacher-training field through to the completion of their work in the institution and, under the particular system here proposed, will continue association with them after they are upon the job in a school system.

Attention should be called to another element in the guidance program. As is implied by preceding points, freedom must be allowed to determine the courses, field work, observation, and other experiences, on the basis of the knowledge and judgments of the adviser and the student concerned. This means that there can be no pattern of course or other specific requirements laid down in advance for all students. Modification of conventional restrictions is being effected gradually in the experimental program of the College of Education through authorizing groups of advisers to free their advisees from specific requirements. The faculty of the College of Education has authorized the experimental group of advisers to disregard the usual conventional curriculum patterns entirely when, in the judgment of the group of advisers, this appears to be desirable. Obviously it is absurd to assume that the competencies which are the objectives of teacher preparation can be attained through an individual program based upon diagnosis and inventory of the student and upon the accomplishment of individual purposes, unless the conventional practice of requiring precise patterns of experience is modified.

The development of such individual guidance and assistance does not preclude or eliminate the necessity for certain definite patterns of experience, for a coordination of work.

It should be pointed out, therefore, that courses will still remain but that courses and credits are not arranged upon the basis of pre-determined selection, sequence, or amount.

Second, the plan will provide for a great deal of laboratory or field experience in which students will carry forward responsible educational activities, frequently in direct relationship with the schools of the state. Our experiences with students already have shown the effect of such work in developing in them an active sense of the responsibilities of the schools of their communities.

For example, in September, prior to the beginning of their second year of university residence, students are placed in schools in the state. The cooperating principals and the students understand that they have no specific assignment beyond that of learning as much about the activities of the school and its relationships to the community as can be done in a period of four weeks. The students assist in the principal's office with records and scheduling prior to the opening of the school. They help with the office work and the multi-

plicity of other tasks connected with the opening of school. They ride the school busses and make out the bus schedules and see the homes from which the children come. They get acquainted with the children. They ask questions suggested by the things they observe and hear. Typical of the questions that they ask is: "How can this community support the schools when all the homes from which the children come seem to be so poverty stricken?" "What does the state do to support the school when it is so clear that the local community cannot?" "Can you expect this community to be enthusiastic about education when the conditions of living prevent any real community consciousness?" "How can community social life be developed in this community unless the school takes the leadership?" "Isn't it true that the school can do nothing about this except during school hours, since the busses bring the children in and take them home?" "What provision have you in the school for encouraging social life other than that of the classroom?"

When these students return to the university at the first of October, to begin their second year, they go immediately to their advisers. They ask their advisers to suggest work in the university that will help them understand how it can happen that the average annual cash income of parents can be as low as it is. They want to know whether there were courses in sociology or in social administration that will fit them better to do useful things if they find jobs in poor communities. Are there courses that will help them to understand how schools are supported? Are there opportunities in the university which will enable them to be useful in promoting the social life of a school and of the adults in the community?

The superintendents of schools and principals with whom our students have had their laboratory experiences have attested its values not only to the student but very definitely to the school itself.

This field laboratory experience is carefully guided by the adviser. Faculty members also, not necessarily the advisers of the student, visit the schools. This is an opportunity, then, not only for aiding the student but also one for putting staff members into contact with local school problems and for giving service to the schools of the state.

Under the proposed plan, it is probable that the granting of degrees by the institution and recommendation for certification should be two separate functions. The degree may and probably will continue to be granted upon the basis of satisfactory completion of a specified number of credit hours. Recommendation for certification, however, should be made solely upon the basis of evaluation of the student's attainments in the factors of competency which have been set up as essential for teachers.

Let us look, now, at some of the specific developments that are occurring in the various departments in the College of Education. In appraising these developments it is clear that this democratic philosophy of education, this feeling for the need of laboratory experience, this feeling of service of schools to the people of the state, is already sharply defined in the thinking of the members of our faculty.

Serving the State

It is clear, for example, that the College of Education is serving the educational needs of the state. One sees this specifically as the reports of faculty members come in in regard to their absences from the campus. Note, for example, the wide variety of contributions given in the following activities of faculty members:

Conferring with Lakewood School principals on pupil records.
 Singing oratorio for Findlay Civic Chorus.
 Discussing fine arts problems with teachers of Fostoria, Ohio.
 Participating in program of state nurses convention.
 Trip to Cincinnati to assist in pupil personnel problems.
 Speaking to League of Women Voters at Cincinnati.
 Conference with teachers of English at Toledo.
 Aiding in survey of Toledo schools.
 Addressing the state teachers association at Zanesville.
 Giving an art lecture and demonstration in Coshocton, Ohio.
 Visiting Ashland College to discuss educational problems with the president and faculty.
 Addressing the state Congress of Parents and Teachers.
 Addressing county teachers institute at Metamora, Ohio.
 Studying high schools of Summit County with a view to making recommendations for industrial arts work.
 Addressing an organization composed of housemothers of five Ohio orphans' homes.
 Accompanying Director Dietrich to Mount Vernon for a conference with school officials.

More specifically, contributions by various departments within the College of Education are as follows:

Staff members of the Department of Education have contributed very largely to the formulation of the new *Ohio High School Standards*, under the state Director of Education, and to the elementary standards now in course of preparation. Staff members have also been able to make important contributions to the splendid program of teacher certification and education which is being directed from the state Department of Education, having assisted schools of the state in curriculum planning, in studying proposed building programs, and other significant local developments. Outstanding in this connection is the work that has been carried forward in Delaware County, Marion County, and Crawford County. The department has been in close continuous touch with local school authorities in these counties in the assistance of developing vital new educational programs.

The Bureau of Special and Adult Education has given significant assistance in developing state adult educational programs. The Adult Evening School, conducted by the Bureau in cooperation with W.P.A., is playing an important role in the teacher-training program as far as adult education is concerned. Some of the significant facts concerning the school are as follows:

1. The number of courses offered has gradually increased until this spring quarter 46 courses and 58 sections were offered.
2. The number of students used as teachers has greatly increased during the last two years. Out of a staff of 38, 17 are graduate students and 6 are undergraduates. The number of volunteer teachers from the community has also increased.
3. The number enrolled by quarter has fluctuated from 1000 to 1500. The average for the year is about 1200.
4. The Student Council, consisting of teachers and representatives from the various classes, has increased its effectiveness in improving morale among the students and in publicizing the school.

Further assistance to the people of the community has been given through the development of the Counseling Bureau, which is a cooperative venture with the Ohio State University, W.P.A., N.Y.A., and other organizations participating. To date approximately 2000 youth have been served by this Bureau.

The senior staff consists of ten full-time persons. A junior staff of from eight to twelve graduate students serves each quarter.

During the past two years, contribution has been made to a state program in adult education (a) by assisting state organizations such as the Ohio Conference on Adult Education, the Ohio Congress of Parents and Teachers, and the W.P.A., in the formulation and carrying out of programs in adult education; (b) by assisting in the organization of community councils on adult education and by participating in the conferences and programs of such organizations already organized; (c) by promoting the organization of adult evening classes in connection with the public schools; (d) by assisting in the promotion of community forums for the discussion of important problems; and (e) by filling the chairmanship of the Council of Youth Serving Agencies which is made up of state youth agencies interested in coordinating their programs more closely.

It is evident from the work of the past two years that progress is being made in the direction of the formulation of a state-wide program of adult education.

Numerous opportunities have been presented for challenging work in the field of special education throughout the state. The function of field service in special education is to assist the public in providing special education for all children who require it. This involves the examination of children who do not seem able to adjust to the school situation and the holding of conferences with teachers and principals in regard to the treatment and training of such children.

During the past two years, a staff worker who is a specialist in the diagnosis and treatment of unadjusted children has devoted full time to field service, working only in those school systems, preferably county school systems, which request her services and which are willing to pay her expenses. From the beginning she was not able to meet the demand for her services, and the demand is increasing.

During the present school year this specialist has seen over 800 school children in eleven school systems. These children range in age from 5 to 17 and represent a wide variety of problems. Over one hundred conferences were held with teachers, and many additional conferences with parents, nurses, social workers, physicians, and judges.

As a result of this work, one county has employed a full-time graduate student to work with problem children under the supervision of this department. Another school system has employed a special teacher to continue the work started, and other school systems in which the work has been carried on are encouraging their teachers to take work in the summer school in order to learn how to teach the unadjusted child.

The field service in special education has revealed a need for psychiatric service in connection with a certain type of unadjusted child. This matter has been taken up with Dr. Bateman, Superintendent of the Columbus State Hospital, with the result that he has agreed to cooperate in the examination and study of such cases as far as the facilities of the Hospital will permit.

The staff also assisted the state Department of Education in securing information from the teachers of over 500,000 school children in regard to the number of mentally retarded, speech defective, and behavior children, and the need for psychological and visiting teacher service. The report was prepared by the staff of the Bureau and submitted to the state Director of Education.

The next step is to secure state aid for the special education of these handicapped children similar to that now provided for the blind, the deaf, and the crippled.

Although greatly in need of more assistance, the members of the Bureau staff feel that they are making progress by cooperating with other organizations toward the development of a state-wide program in special and adult education.

The Department of Psychology has made many direct contributions to the citizenry of the state. Especially significant is the Psychological Clinic. This clinic has maintained its usual service facilities up to the limit of its capacity. Out-patient contacts are maintained with the Children's Hospital and the Franklin County Juvenile Court. Wednesday and Saturday clinics involve about a dozen student clinicians beside the instructor in charge. Numerous calls are received from local schools for psychological service. In addition, outside adults consult the senior staff members. Prevention of mental break-down or even suicide results in some cases.

Numerous services to the people of the state have been rendered by the staff of the Bureau of Educational Research. The Appointments Division expanded its services to the schools of the state by helping to select ten per cent more teachers than in the previous year, which was a record year. The Division of Measurements prepared twenty new measures of school achievement, which are used in Ohio and other states. This was done with funds provided mainly from outside sources. The Survey Division rendered survey services to eight school systems in the state. The Radio Division inaugurated a national program of evaluation of school broadcasts with funds provided by one of the foundations. The Curriculum Division continued its work in developing the use of visual aids as a medium of instruction in the schools. The *News Letter* kept thirteen thousand parents, teachers, and educational leaders continuously informed of educational developments in radio, movies, and the press. The Director of the Eight Year Program carried the Ohio project of the progressive schools through the organizing stage in cooperation with the Ohio Principals' Association. Assistance has been given to Federal agencies in developing educational instruments, to the National Youth Administration in evaluating its state program, and to the W.P.A. in building a training program for recreational workers. To the Ohio Nursing Association the Bureau has given guidance in preparing achievement tests for nurses.

In the Department of Fine Arts an interesting experiment in bringing arts to the people was inaugurated through a series of broadcasts over WOSU. An illustrated booklet was prepared for the radio audience and more than seven hundred copies distributed to off-campus listeners at their own request.

The department has also been active in the preparation of the art section in *Ohio High School Standards*, published by the state Department of Education, and has energetically assisted in the forming of a pattern for "Teacher Training in Art" now under consideration.

The Department of Music has for several years carried on a clinic for directors of music in the high schools of the state. This clinic, however, has been limited to the material to be presented in district, state, and national contests later in the spring. While it serves an excellent purpose, it does not by any means discharge the duties of the university in this particular. The department therefore proposes and is working out under the direction of the

Dean a plan for a more comprehensive and general clinic to be offered during the summer. Such a clinic would include both vocal and instrumental group work and would bring to the campus high-school groups to provide working organizations similar to those which teachers would find in their own schools. These organizations would be under the direction of visiting conductors of national reputation. The teachers of the state would be greatly interested in such a project and it would make a particular appeal to those older teachers who have had much practical experience in directing groups, but who entered public school service before the requirements of preparation were so exact and who are now too far advanced in years to undertake a long period of study. Such clinics have been carried on successfully in other states. They are also being attempted in an inadequate way in Ohio and the situation calls loudly for state university leadership.

Serving National Needs

A second type of service which one notes clearly in these reports is in shaping national educational policies. Staff members of the College of Education are offering national leadership in their respective fields. This is also well attested by the study of the composition of major national educational commissions.

Another evidence of national participation is the fact that the Department of Psychology in the Ohio State University will be hosts in September to the annual meeting of the American Psychological Association. From nine hundred to one thousand persons are expected to register for the meetings. Plans for entertaining the visitors have been under way by the departmental staff for some months. One member of the departmental staff is treasurer of the Association; another is secretary of the recently organized American Association of Applied Psychologists which is in process of affiliation with the American Psychological Association.

The staff of the Bureau of Special and Adult Education assisted in the drafting of the Pepper-Boland Bill to provide federal aid for the education of physically handicapped children, which is now before Congress, and participated in the hearings on this bill before the Senate Committee on Education and Labor. If this bill becomes a law it will mark the beginning of a new era for the education of the physically handicapped children of the nation.

Nationally, the Department of Education has been able to contribute largely to important developments in the field of progressive education, in the work of the American Council on Education, the U. S. Office of Education, and various other national enterprises or organizations such as the American Association of School Administrators and the National Committee on Research in Secondary Education. Important contributions to the work of the North Central Association are not quite national in scope but are of sufficient breadth to merit comment here. Several of their committees have drawn heavily upon the time and talents of our staff members.

Education Through Participation

Careful study of the reports which have been submitted shows clearly a significant emphasis on the clinic or workshop idea. The idea of learning by participation, which has long been exemplified in the elementary and secondary school, is now winning an important place in college teaching. For example, during the summer quarter the Department of Fine Arts organized and car-

ried through a "Creative Arts Workshop," with the cooperation of students and teachers of music, creative writing, the dance, and the fine arts, in a unified program of art experience. The success of this experiment materially affected the character of the methods courses given in subsequent quarters throughout the year and plans are under way for further cooperation.

Furthermore, the opportunity to decorate one of the rooms in the new Social Administration Building offered an unusual opportunity for six students under the direction of one of the staff members to obtain a worthwhile experience in mural painting. The advantage gained by the participating students, and also by the observing students, though such a project can hardly be overestimated. Here on the campus are many similar physical setups, suitable for mural projects. It is evident that a commendable student level of performance in such places would offer to students in other areas a tangible meaning for fine arts.

Since the winter quarter of 1937, the Department of Psychology has had an excellent opportunity to give laboratory training in vocational guidance in connection with the Columbus Counseling Bureau. From six to twelve students per quarter have served as Junior Counselors in the Bureau under the supervision of members of the staff. They have thus had opportunities for practical experience in the field of counseling and guidance supplementing the more academic instruction in this field which we give on the campus.

Similar laboratory experiences will be provided in a project being carried forward by the Bureau of Special and Adult Education. This bureau, in cooperation with the Department of Education, is selecting from the elementary schools of Columbus a group of twenty to forty children who are having great difficulty in learning to read. These children will serve as a laboratory for students who will enroll in the course in remedial reading to be taught this summer by a member of the bureau staff. This course has in large measure grown out of the requests for help from teachers contacted in field work who have children not making satisfactory progress in reading.

Work laboratories have also been provided through the adult programs, such as the Ohio State University Adult Evening School and the Columbus Counseling Bureau.

Signal efforts have been made by the University High School during this past year to refine a number of features of the program. The work of the various areas has been more closely articulated and an opportunity made available to organize all work more definitely with reference to the needs of the boys and girls.

There has been steady work by groups of teachers and by individuals in the development of curriculum materials and methods. During the past year this has been marked, especially in the field of science. In this area the faculty members who were originally secured for the three upper grades have spread their efforts over the thirteen grades and are well on the way toward the development of an articulated program from the kindergarten through the high school. Their report, in tentative form, should be ready this June.

The arts group, including music, fine arts, home economics, industrial arts, and typing, have been at work on an analysis of the use which the class of 1938 has made of the free time at their disposal for work in these areas. This report is practically completed.

Also, during the first year of the biennium, the social studies and English faculties instituted an inquiry as to what are the social problems with which

our boys and girls are concerned. These materials have been collected and made the subject of analysis and should soon be in shape for presentation.

This year's senior class, most of whom have been in the school for a period of six years and constitute the first group to spend their entire junior-senior high-school period in the school, undertook to prepare a manuscript descriptive of their experiences in the school and also undertook to appraise these experiences. This manuscript was eagerly desired by a number of publishers. It was finally given to Henry Holt and will appear in book form, in June of 1938, under the title *Were We Guinea Pigs?*

Research

A number of important research activities are being carried forward by the various departments. Here, for example, are a few typical studies in the Department of Psychology: (1) a series of investigations on span of perception and memory with specially designed exposure apparatus, (2) studies in the psycho-physics of taste with reference to temperature as well as taste quality, (3) research on infant behavior in collaboration with the University Hospital, (4) experimental study of neuroses in animals in collaboration with several other departments, (5) measurements of interests and attitudes of Japanese and Chinese children in Hawaii in comparison with extensive norms already available for children in this vicinity, (6) causes of juvenile delinquency looking toward more valid methods of predicting success on parole, (7) studies of personality and emotions of residents at the Florence Crittenton Home, (8) development of objective techniques for the measurement of attitudes involving the association reaction technique, (9) the analysis of intelligence tests and other personal data of five hundred thousand cases selected from Ohio high schools in connection with a W.P.A. project.

In the Bureau of Educational Research, in addition to grants received earlier in the year in the field of radio evaluation, a grant of \$2,500 has recently been made by the Highway Education Board for research in the field of visual aids in traffic safety.

Important research study in the ceramic art division deals with the substitution of lithia for a portion of the soda and potash in alkaline glazes, thus obviating the need for using frits, since the lithia may be introduced in insoluble form. This research was the work of a graduate assistant and was presented as a paper at the annual meeting of the American Ceramic Society. Other important ceramic projects included the development of a luster glaze, ceramic sculpture, low cost electric kilns and salt glaze, all of which will be continued in the coming year.

Improved Teaching

Numerous attempts are constantly being made to improve teaching effectiveness. In the Department of Music, strides have been made in the direction of a complete reorganization of its curricula. Ever since the establishment of the department the average quality of students in music has steadily increased. The point has now been reached where it is felt that by a reasonable entrance examination this quality may be still further improved without working great injustice to anyone who should be considered for a professional career in music. The department has worked out plans for entrance examinations which have been approved by the Dean and the College and by the Council on Instruction. By virtue of these entrance examinations

the department further proposes to reduce the amount of music required in its curricula by 30 quarter hours and substitute therefor courses of a more general, cultural value, such as English literature, foreign languages, history, fine arts, etc. These changes in curricula have also been approved. It had been hoped that the small amount of money necessary to make this change could be found so that the new plan could be put in operation at the beginning of the autumn quarter, 1938. It is now apparent, however, that the change must be postponed at least for another year. The new plan will put Ohio State in the forefront of music education in the state of Ohio and will serve to advance standards of admission and graduation in all institutions which undertake teacher training.

In the Department of Psychology there is an increasing amount of work taught by teachers of the rank of instructor or above. The total instruction offered by professors and instructors all of Ph.D. rank is now over fifty per cent in the 401-402 area—fifty sections taught by persons with the Ph.D. and forty-nine by assistants without the Ph.D. Many of these assistants have had extensive teaching experience before coming here for their graduate work, but the department is moving in the direction of having still more instruction carried by persons of the instructor rank.

Conclusion

In this report there has been emphasized the role that the College of Education is playing in re-formulating its educational program, in giving aid and service to the university campus, to the people of the state, and to the nation. In carrying forward this program, we are using the same methods and philosophy that we are advocating for our students, namely, democracy as an ideal to be reached by the method of free intelligence.

THE COLLEGE OF ENGINEERING

DEAN C. E. MACQUIGG

Student enrollment is again increasing with its stimulating effect. A comparison is made of the enrollment in eight of the departments of the college for the Autumn Quarter 1937 and the Autumn Quarter 1933 (the latter date showed our lowest registration due to the industrial depression). The freshman enrollment is excluded from these figures since the final selection of a curriculum by the student is not made until the end of that year.

<i>Departments</i>	<i>Percentage increase 1937 over 1933</i>
Ceramic Engineering	55
Chemical Engineering	74
Civil Engineering	5
Electrical Engineering	29
Industrial Engineering	69
Mechanical Engineering	35
Metallurgical Engineering	148
Mining Engineering	74

(The freshman registration for this period shows an increase of 128 per cent.)

While this is welcome, the increase in the number of students is not an unmixed blessing, since the hiatus between the ending of the depression and the return to normal and adequate financial recognition of the University by the State, requires that work in nearly every department be carried on with insufficient facilities of one kind or another. The special fund of \$18,000 appropriated by the legislature for the College of Engineering in the spring of 1938, has proved to be of inestimable value in several ways. It has permitted the purchase of equipment to supply the long-felt needs of the College and has proved stimulating to the instructional force in reviving hopes that these needs are eventually to be satisfied. Every penny of the fund appropriated has been spent with the single purpose of the greatest good to the greatest number. Engineering science is a continually unfolding development and our students, to be adequately prepared, must be instructed by equipment as modern as it is possible to obtain, otherwise they will find upon graduation that the apparatus used by them in college has been obsoleted by industry. Because of the advanced position of this State in the nation's industry, this University owes to its students as good equipment as any provided elsewhere in the technical schools of the country. One department alone has substantiated requests for more than \$50,000 worth of equipment to modernize its laboratories. With thirteen departments, each with crying needs, the division of the money required the greatest cooperation between the administration and the respective departments. The funds were finally allocated upon the basis of a study of the respective needs, embracing such factors as number of students, present condition of equipment, previous allocations of money, the cost of specific apparatus and other considerations. There was a universally cheerful acquiescence in the recommendations of the dean. Orders have been placed to cover the entire appropriation.

It is too early to determine whether or not the rapid increase in enrollment will be accompanied by any significant changes in the level of scholarship. It now seems certain that the interest of the people of Ohio in engineering will continue to increase. This is due to several causes, among them the recognition that more of an engineering approach should be tried on many of our present social problems and, in addition, that engineers are going to be required in increasing numbers to function in the highly mechanized state of society. Because of the unique industrial position of Ohio this College of Engineering will likely bear the brunt of increasing pressure of new students for a number of years to come.

Increasing numbers is not necessarily a sign of healthy growth unless the spirit and substance of engineering education is maintained upon the highest level of usefulness to society. Recognition of these principles by the various departmental faculties of the college is evident—and this in spite of the debilitating influence of the immediate past. Systematic re-orientation of curricula, where justified, seems to be well to the fore in the policy of the college, at the same time with studied avoidance of irrational swings in the educational viewpoint. Faculty coherence has been maintained; the best type of cooperation among departments, and between faculty and student body, has been evident. Some particular items of College activities deserve mention:

A considerable portion of office time is spent in counseling students in this college. The requirements of the engineering courses are severe and this leads to the need for adjustments of schedule with practically no two cases alike. Some engineering educators go as far as to question the efficiency of any interference on the part of faculty or administration with the progress of the student. While it is recognized that certain curricular requirements must be rigidly adhered to, *nevertheless it is a function of the University to build for citizenship as well as for professional success.* The middle course is that of aiming to assist the student to adhere strictly to the rigorous discipline of his professional education and at the same time maintain a proper balance with his social environment.

Under the Junior Dean the work of that office has continued along established lines, with emphasis on assistance in the adjustment of personal problems. The lecture course, Survey of Engineering, was supplemented by some general interest subjects in the way of talks given by specialists from off the campus. Among the distinguished speakers addressing the group of more than 600 freshmen were the following: Dr. Koo, on the "Contrast between Oriental and Occidental Cultures"; he spoke during the University observance of Religion in Life Week. Mr. John T. Flynn, the noted economist, gave a lecture on "The Social Obligations of Engineers." Dr. Ernst Berl spoke on "Scientific Education and the Development of Science" and Dean Emeritus Hitchcock illustrated "Fifty Years of Engineering" with lantern slides made during his professional career.

The Colleges of Agriculture and Engineering have cooperated in a plan whereby a student who has completed four years of certain specified work with sufficient credits for the degree Bachelor of Science in Agriculture may, upon an additional year's residence in the College of Engineering and suitable further credits, receive the degree Bachelor of Agricultural Engineering. These colleges are further cooperating in research problems of common interest which involve the application of engineering to agriculture, such as the study of tractor problems; perfecting of mechanical details in fertilizer

distributors; study of water flow in ditches; and the study of wall pressure in grain storage bins.

The Investigating Committee of the Engineers' Council for Professional Development made a personal inspection of the Engineering College, and were given complete statistical information on personnel, curricula and equipment by the various departments through the Dean's office. The Council has reported favorably, thus placing this College upon its accredited list. The purposes of the Council are set forth in the Fifth Annual Report for the year ending October, 1937. Quoting in part from this document, which may be obtained from Engineers' Council For Professional Development, 29 West 39th Street, New York City:

The world is becoming conscious of the social and economic significance of engineering as never before," says Dr. Hirshfeld, first chairman of E.C.P.D. in discussion "Engineers of the Next Generation." He continues, "It is already demanding a greater responsibility on the part of the engineer for the changes that his works have brought about; and in very plain language, it finds a dearth of engineers trained and experienced to carry the responsibility.

The task involved in preparing a list of accredited undergraduate engineering curricula offered by colleges throughout the country is now substantially completed. Success of this delicate and difficult undertaking attests the merit of the committee's policy and carefully elaborated plans. It also shows what can be accomplished by a method based on cooperation. The Committee on Engineering Schools directed nearly a hundred members of visiting committees who had been appointed by our seven constituent organizations. Their attitude of fairness and constructive helpfulness met a cordial response from the schools. Review of their findings was made by the general committee and by the Council itself to insure uniformity of results.

Since publication of the last Report, the Ohio State University Research Foundation has been organized and has started its career. While having general University connections, the direct benefits of this organization, as a contact with the industrial world, will prove most stimulating to the College of Engineering and the Engineering Experiment Station.

Military instruction has been changed to include training for prospective reserve officers in the Engineer Corps of the United States Army. This is a splendid tribute by the War Department to the standing of this School and, at the same time, involves a heavy responsibility upon the school for adequate instructional work in this most important field.

The College has cooperated, with appropriate exhibits, toward State Fair representation of the University and expects to do so for the fall of 1938.

The placing of the subscription rate of the student publication, The Ohio State Engineer, upon the fee cards of the students, has assured a general circulation for that worthwhile periodical.

The student activities in the College have been successful. Engineers' Day was celebrated with a parade of floats representing the various departments of the college and some of the engineering groups. Open-house was held in the laboratories with demonstrations of new developments in engineering and research. First place for floats was awarded to the Agricultural Engineers while first place for exhibits was awarded to the Electrical Engineers. Quadrangle Jesters presented a farce to a capacity house in University Chapel, while an Engineers' Dance in the Armory terminated the celebrations. Alumni of the college were invited back for this occasion and quite a few responded. Plans for closer contact between the college and the graduate engineers and

former students are being developed. This relationship should be mutually helpful.

Colonel H. A. Toulmin, Jr., one of the country's leading patent lawyers and an alumnus of this University, who resides in Dayton, Ohio, has presented a medal to be awarded to students registered in the College of Engineering as the result of a competition in the preparation of a paper comprising "The most original study on the effect of manufacturing upon our State prosperity." In 1936 the award went to Mr. George S. Bonn, B.Ch.E. whose paper was entitled "The Concentration and Decentralization of Manufacturing Industries in State of Ohio." No award was made in 1937. In 1938 the medal was awarded to Mr. Elton B. Gunyou, B.Ch.E., for his paper entitled "The Effect of Invention on the Growth of the Plastics Industry in Ohio."

The annual meeting of the Society for the Promotion of Engineering Education, held last year in Cambridge, Massachusetts, was attended by twenty-three members of The Ohio State University faculty and a number have indicated their intention of being present at the 1938 meeting to be held in Texas.

Of particular interest to the engineering profession is the Green bill for sponsoring engineering research in the various engineering experiment stations of the several states. This bill was considered and approved at the annual meeting of the Association of Land-Grant Colleges and Universities held in Washington, D. C., last November. The college was represented by the dean at this meeting.

The Board of Trustees having offered a suitable parcel of land for one of the large research laboratories proposed to be placed at various strategic points in the United States, the dean had the privilege of cooperating with Dean John F. Cunningham of the College of Agriculture, and his associates, in preparing a prospectus outlining the advantages of this locale. A careful study was made indicating the exceptional advantages offered for locating the laboratories in Columbus; an illustrated report gave the results of this study. The college has been recognized through the appointment of the dean to the Research Committee of the American Society for Testing Materials; he also was appointed to serve on a Committee of the Association of Land-Grant Colleges and Universities to report on engineering research and extension service in the district comprising—Indiana, Kentucky, Michigan, Ohio, Tennessee, West Virginia.

The dean, in looking back upon his first year in this office, must acknowledge the unanimous and whole-hearted cooperation of all with whom he has had to work; the administration, his office associates, the faculty and the student body have continued to maintain that fine esprit de corps which has become traditional.

Report of the Junior Dean

WILLIAM D. TURNBULL

In the junior division of the College of Engineering our aim is to get acquainted with the student. On the basis of that acquaintance we try to guide him into the professional preparation for which he is best fitted, whether in Engineering or elsewhere. Getting acquainted begins in Freshman Week—often earlier if a student, sometimes in company with his parents, visits

the College office. In the program of Freshman Week, which includes a personal interview for every man with his faculty adviser, the Engineering College helps develop professional consciousness by requiring students to inspect the college departments.

Faculty advisers in Engineering do not confine their interest in their students to Freshman Week. The boys are sent back for another interview at the mid-quarter along with their grades and Freshman Week estimates. Sometimes the adviser is pleasantly surprised, sometimes he is disappointed. In any case he has a chance to check up on his predictions and to offer constructive advice.

As soon as possible after the rush of beginning the Autumn Quarter the students are asked to come in for a personal get-acquainted interview with the Junior Dean. Those lowest in their high school classes, and hence liable to encounter difficulty, are summoned first. In preparation for these interviews the Junior Dean uses the student personal record blanks and the results of the intelligence, placement and other tests. Anything connected with the student's plans and problems may be discussed. The student is made to feel that the college office is a friendly place and that the Junior Dean, especially, is interested in his welfare and welcomes a visit to his office. A large number of students avail themselves of this opportunity which is given them for friendly advice. Students who neglect their work or who fail must receive attention also. Considering these cases, making recommendations for reinstatement, transfer, and the selection of other courses is an important part of the Junior Dean's work. Remedial psychology and vocational interest tests help in some cases. On the whole, however, the Engineering students respond well to friendly counsel, and to a great extent assume the responsibility we must place on them to "help themselves." Personal interviews with so many freshmen and sophomores, and with "friends" in the upper classes, keep the Junior Dean busy. The College secretary and the office staff assist but the brunt of the interviews falls on the Junior Dean.

A most important part of our program is the encouragement to making use of preparatory courses by granting proficiency credit to those who pass prescribed examinations. The largest use of this plan has been in chemistry and English, though proficiency credit is received by some students in mathematics and drawing. The opportunity to get ahead in the course enables students to elect extra courses during the Spring Quarter to enrich the fixed curriculum.

By action of the College Faculty the freshman year in Engineering is reduced from 61 to 58 hours by changing the requirements in chemistry from 5 to 4 hours per quarter. This change will go into effect in 1939-1940. It is a development from a study and recommendation of the College Curriculum Committee which found that the load of the freshman in Engineering is too heavy.

In the sophomore year the student does more looking after himself. Contrary to popular impression, there is no particular "sophomore slump"; good students continue to do well, and those who are not so competent—though they may be fitted for usefulness in Engineering—may have difficulties with the technical courses. In most of the professional curricula the sophomore student has some courses in the department he has selected. All the sophomores study calculus and physics.

Within the past three years the sophomore courses in mathematics and

physics have been coordinated to make the student feel that those are not separate subjects but part of the same science. In this way the calculus is studied as it applies to problems in physics, and physical concepts give reality to the illustrative problems in mathematics. This kind of integration appears to be successful. Probably there should be more of it. It may be that a comprehensive examination covering the work of the first two years, with special emphasis on mathematics, physics, chemistry, English and drawing, should be passed by every student who is to attain junior standing. That question is recommended for study.

Relations with students and with faculty members have, as in the past, constituted the major activity of the Junior Dean during the school year 1937-1938. In connection with that work there has been service on the Junior Council and on a number of College committees, particularly the Executive Committee which considers petitions for reinstatement, transfer and other adjustments of the student's work. Besides this "regular" committee work the Junior Dean has served as a member of the Committee on Urgent University Needs and as Chairman of Sub-committee Six on Extra-curricular Services to Students.

Thanks are due members of the college staff for their cooperation and especially Secretary Lawrence D. Jones who has assisted in interviewing the students at the peak interview periods and who cooperated in every way to insure the success of the work of the junior area.

Department of Architecture and Landscape Architecture

CHARLES ST. J. CHUBB, *Chairman*

After many years the work in landscape architecture is at long last where it belongs, both educationally and for administrative reasons. The teachers have made valuable contribution in the design instruction of students in architecture and vice versa, teachers of architecture have given collateral instruction in design to landscape students. The department has continued its policy of securing exhibitions of architectural and landscape drawings for the benefit of student study and inspiration. During the year the following such exhibitions have been shown in the department:

1. The Annual Exhibition of the Collegiate Schools of Architecture, representing the work of nearly thirty schools throughout the country.
2. Photographic Exhibition of Current British Architecture sent out by the Royal Institute of British Architects.
3. The Ryerson Traveling Fellowship Competition Drawings; a collaborative problem in architecture and landscape architecture.
4. Drawings of the 1937 Competition in Landscape Architecture for the Fellowship at the American Academy in Rome.
5. Drawings of the Competition of the American Academy in Rome for the Alumni Prize. This competition is devised to provide collaborative study for students in architecture, landscape architecture, sculpture, and mural painting.
6. Water Colors, by Homer F. Pfeifer, Architect.
7. Six lesser exhibitions of exchange problems given in the schools of landscape architecture.

During the year the department has received awards of honorable mention in competitions fostered by the Steel Institute and the Academy in Rome.

Important among the new educational programs of the department is

that directed toward adult education in the W.P.A. night classes. The project here undertaken was that of giving instruction to the prospective home builder. The series of ten lectures under the title of "Your Next House" was given under the leadership of Assistant Professor Buck and by other instructors in the department, aided by practicing architects in the city. Every phase of housebuilding was covered, beginning with the purchase of a lot and running through financing, planning, design, construction, materials, supervision of construction, and on through furnishing and landscaping. The attendance has averaged about fifty very much interested individuals. That this program may be related to the undergraduate study an actual house problem for a specific lot has been designed by a group of students organized as an office drafting force. This house will be built during the summer by a contractor cooperating in this enterprise. The item of reality has been productive of much student interest.

The chairman of the department continues in his duties as Chairman of the Columbus Metropolitan Housing Authority, dealing with slum elimination and low-rent housing. Under the provisions of the Wagner Act establishing the United States Housing Authority, the city now has \$4,500,000 set aside for such housing purposes. The work for the local authority, though time consuming, is continued in the hope that the University through the department of architecture and landscape architecture may make a civic contribution to the welfare of the city of Columbus.

There has been a substantial recovery in enrollment during the past year in the face of limited opportunity for architectural employment on graduation during these years of continued depression.

With the opening of the school year the educational organization of the department was changed by the addition of the four year curriculum in Landscape Architecture. The transfer of this work from the department of Fine Arts in the College of Education to the College of Engineering added three members to the instructional staff in the renamed Department of Architecture and Landscape Architecture. Of these, owing to the resignation of Professor Lynch, one is new to the University, namely, Assistant Professor Morris E. Trotter. With the resignation of Professor Lynch came, also, the promotion of Assistant Professor Charles R. Sutton to the rank of Associate Professor, and to him has been given the responsible charge of the curriculum in landscape architecture. Mr. Trotter received both the bachelor's and master's degrees in landscape architecture at Cornell, and supplemented this training by two years as a Fellow in the American Academy in Rome, which Fellowship was won through competition. This academic training together with two years of professional experience, have fitted him to an exceptional degree for service in teaching and his contribution to the work of the department has been marked.

Broadcasting Station WOSU

ROBERT C. HIGGY, *Director*

The Station's activities continue to expand in serving Ohio radio listeners, and each year has seen growth in new directions. The programs broadcast have been varied and reflect clearly the fine cooperation of many University departments. The station was "on the air" a total of 1,807 hours. During these programs 40 departments of the University were represented, either

through actual participation of some staff member, or in assisting in the planning and presentation of the program. An analysis of a typical week's program (March 6, 1938) shows:

Music—	
Serious	9 hrs. 43 min.
Light	41 min.
Popular	4 hrs. 46 min.
Dramatics	1 hr. 40 min.
Talks—	
Social-economic	1 hr. 58 min.
Literature, history and general cultural.....	6 hrs. 35 min.
Household and women interest.....	1 hr. 24 min.
Farm	2 hrs. 28 min.
Miscellaneous	3 hrs. 58 min.
News	2 hrs. 55 min.
Markets and crop reports.....	25 min.
Total.....	
36 hrs. 33 min.	

The courses of University type, broadcast as the Ohio Radio Junior College, have continued with increasing interest on the part of radio students throughout a large portion of the state. Twenty-eight different courses have been offered with a total course enrollment of 5,402, the average number of courses per student being 2.7. The majority of these courses were designed especially for radio presentation, although four were broadcast directly from University classrooms.

Other outstanding program activities of the station include cooperation with outside educational organizations such as the Ohio Education Association and the American Association of University Women. A series of school programs, broadcast during the holiday period by school children, was very successful in arousing a keen interest in WOSU programs among the schools. In cooperation with the Ohio Education Association, a trophy was awarded to Warren Ohio High School for presenting the most outstanding program.

For the first year the station staff has cooperated with the Department of Electrical Engineering in presenting two courses of instruction for resident students in the technique of broadcasting.

The faculty Radio Education Committee has been particularly active under the fine leadership of Professor James R. Hopkins. This committee has actively supervised the broadcasting policies and general programs of the station and should be commended for the fine interest and practical work accomplished.

The outstanding development of the year, and one which will mean much to the future of the station, has been the erection of a new transmitting station on the University golf course. A 330 foot vertical radiator antenna has been erected with complete modern transmitting facilities that extend the coverage of the station over a much larger area. An accepted signal now exists at 115 miles during daylight operation and 75 miles at night, although many listeners at even greater distances are reporting good reception. Formerly reception at the same signal intensity was restricted to 75 miles day and 50 miles night. A steadily increasing interest has been noted in our programs by the public, reflected through a large volume of mail commending the radio instructors on their excellent work and requesting additional broadcasts. This indicates clearly that the station is effectively carrying many of the educational opportunities of the University to the radio listeners of Ohio.

Department of Ceramic EngineeringARTHUR S. WATTS, *Chairman*

The short course given heretofore every other year, and aimed at the requirements of the practical man, has been supplanted by a course for men of the plant superintendent and higher official type, who have technical backgrounds. This course will be presented during the week of the Ohio Ceramic Industries meeting on the campus, and will afford an opportunity for busy executives to refresh their technical minds by becoming acquainted with the latest scientific developments in their fields. The Enamel Forum, which is presented each year alternately at Ohio State and The University of Illinois, is under the aegis of the Porcelain Enamel Institute. This Forum discusses subjects of great importance to industry and has more than justified its existence.

Current researches in the department are varied and cover both practical and theoretical studies. Information developed during the study of the control of firing and cooling operations on ceramic products shows the possibility of increasing production about 20 per cent without any additional fuel consumption, at the same time maintaining the required quality. Fundamentals of the drying of claywares as related to the physical properties of the dried wares is also receiving attention. The mechanism of enamel suspension is another subject of study, including the interrelationships of enamel, clay, electrolyte and water. An item of prime industrial importance embraces the mechanism of vitreous enamel adherence to cast iron and steel. Much of the information gleaned from the foregoing studies has been published with great resultant advantage to industry.

The year 1937-1938 has been very encouraging from many angles. The enrollment in second and third year classes has returned almost to normal. The senior class is small, but including the graduate students has created a normal teaching load. The quality of work done by the students has shown steady improvement for several years. The mean point-hour average of all seniors this year is 2.72. A comparative study of assignments and examinations covering the past five years convinces the department that this improvement is not due to any leniency in requirements but results from increased effort and interest on the part of the students, as well as more effective teaching. The overhauling of the laboratory and teaching equipment during the past year has resulted in greatly improved morale. The quality as well as the quantity of laboratory work accomplished is evidence of this.

As a result of the fine cooperation of the manufacturer, the department secured a gift of one Simpson Mixer from the National Engineering Company of Chicago, Illinois. This equipment, which the University was unable to buy, has enabled the students already to solve several problems in ceramic body preparation and will increase the teaching effectiveness for an indefinite time. The laboratory tunnel kiln presented to the department by Columbus Dental Manufacturing Company has been installed and will greatly increase our teaching effectiveness. Other manufacturers have recently indicated intention of presenting additional equipment.

Additional teaching and research apparatus, being provided through the equipment appropriation recently announced, will greatly relieve the distressed condition of the department and enable the students to adjust themselves much more quickly to industrial service. It should be pointed out, how-

ever, that our equipment is still deficient as compared with that of other schools and further investment must be anticipated if the department is to compete in attracting students—particularly graduate students.

Department of Chemical Engineering

JAMES R. WITHROW, *Chairman*

Despite limitations imposed by the insufficient funds to compensate for the increased enrollment, this department continues in a healthy condition. Some of the teaching staff have been lost to other schools and to industry, but excellent replacements have been effected without impairment of the usual high standards; such losses of our staff indicate the reputation enjoyed by our chemical engineers. This is further attested by the generally ready placement of graduates, even in periods of curtailed business activity. Very few of the approximately nine hundred former students and graduates of this department are known to be unemployed at this time and every graduate in the past eight convocations has been placed at commencement or within a month thereafter; graduates now serve industry in Ohio and some thirty-four other states, as well as Europe, Asia and South America.

While much remains to be added in the way of desired equipment, the present status of the department is quite high with respect to apparatus used in teaching plant-scale operations. At times this equipment is made available to other departments of the University and to industry for research problems. As funds permit, the laboratories will be equipped to take care of the increased enrollment, which is now the heaviest in the history of the department. Because of the nature of the work, emphasis is placed on safety practices, and all hazardous operations are avoided.

The meeting of the Central Ohio Section of American Institute of Chemical Engineers in Columbus, during the Winter Quarter, was attended by faculty and students; papers and discussions were contributed by staff members. The yearly reunion of graduates, held in November, was attended by approximately 150 and a lively technical program was enjoyed. Further supplementing the contact with intellectual stimulus outside of the University, Dr. Ernst Berl was secured, through the cooperation of the Graduate School, for a series of lectures delivered on the campus. Dr. Berl, a world authority on Chemical Engineering, is now Research Professor at Carnegie Institute of Technology, Pittsburgh, Pa.

The enrollment of graduate students in the Department of Chemical Engineering averaged about thirty-six for each of the three quarters of the year 1937-1938. These men gather from many states and foreign countries and are indicative of the prestige enjoyed by those holding advanced degrees from this institution.

Department of Civil Engineering

C. E. SHERMAN, *Chairman*

The progress of any department may be gauged by one or more of several standards—such as the success of the graduates, the adaptability of the curriculum to patent advances in the given science or art, the alertness of the

instructional staff to advances occurring outside of the academic locale, and other criteria. One way in which a department may keep "up to concert pitch" is by the interest of the staff in the larger affairs of their profession, as for example, by research work in the practical field of production whereby both industry and the University may benefit from such practical contacts; broadening contacts may also result from more or less pure research. Such activities—always with the proviso that they must not interfere with teaching duties—stimulate the staff and thus improve the quality of information received by the students.

While the types of activities mentioned below for this group are by no means exceptional in this college, the department of Civil Engineering has been selected as indicating the way a faculty may contribute to the general progress of the commonwealth:

During the past three years the activities of the instructional staff of the department (aside from the main job of teaching and other regular college duties) have been as follows, beginning with the youngest ranking teacher:

1. O. J. Marshall helped organize geodetic surveys for the city of Cleveland, and for the Bellevue Conservancy District in north central Ohio. In June 1936 he completed a critical examination of the Geodetic Control Survey for Columbus, Ohio, presented it in manuscript form, and received his professional degree of Civil Engineer from the University of Toronto, from which University he graduated in 1926.

2. G. E. Large directed tests bearing on the design of steel windbents for tall buildings. These tests were made on a large-scale model furnished by the American Institute of Steel Construction, and the results were published in 1936 in collaboration with S. T. Carpenter and C. T. Morris as Bulletin 93 of the Engineering Experiment Station. Professor Large also acted as consultant on the Cincinnati Suspension Bridge, and in awarding honorary scholarships at Swarthmore in 1936 and 1937.

3. C. H. Wall has perfected a solar device for getting azimuth from the sun with an ordinary transit, which expedites field procedure and promotes accuracy in surveying practice.

4. J. M. Montz assisted in securing the very successful practical results in summer surveying camps in 1936 and 1937 as mentioned below. He gave one highly appreciated address before the Ohio Retail Lumber Dealers Association on the subject of Wood as an Engineering Material.

5. R. C. Sloane has, with the assistance of Professors Montz and Wall, completed surveys (during the summers of 1936 and 1937) for the Research Station of the U. S. Soil Conservation Service north of Coshocton, Ohio. The Federal official in immediate charge wrote President Rightmire in regard to the work of instructors and students, "... we feel we can not speak too highly for them. We are greatly indebted to the University for this work." This sentiment was seconded by the Washington official in general charge, who requested a second summer of work, which also afforded good results to the Government and practical experience to the students who each received compensation—\$65 for six weeks.

6. J. C. Prior completed the design, and as consultant, directed the construction of the handsome bridge across the Scioto River at Main Street in Columbus, Ohio. As a result of research previously published, he is chairman of the Sub-Committee in charge of standardizing specifications for cast-iron pipe for the American Standards Association. He was also appointed by Governor Davey a member of the committee to investigate State Highway road contracts.

7. J. R. Shank in 1935 published Engineering Experiment Station Bulletin No. 90 on the Plastic Flow of Concrete summarizing his studies and experiments over a period of ten years.

8. E. F. Coddington assisted in organizing a geodetic survey for the

Muskingum Conservancy District and has been collecting material for a publication of the more recent and accurate horizontal and vertical survey control points in Ohio.

9. C. T. Morris was appointed member and elected Chairman of a committee of six prominent engineers to investigate State Highway Contracts in Ohio. He is joint author of Engineering Experiment Station Bulletin No. 90 published in 1935 and of Bulletin No. 93 published in 1936.

10. C. E. Sherman in December 1936 published a volume of 150 pages of text and illustrations which was sent as a farewell communication to one thousand graduates of the department. In the summer of 1937 he was appointed a member and elected President of the Board of Directors of the Scioto-Sandusky Conservancy District.

Analogous activities by the other departments of this college would indicate the influence of our faculty on contemporary affairs.

One of the methods of teaching the profession of Civil Engineer which is believed to be unique, is practiced by this department for Summer School credit. Students are put on practical jobs such as surveys of public lands, etc., confining the activities to projects which would not otherwise be accomplished. Thus the student is given eminently practical training, at the same time avoiding competition with private surveyors. Another recent innovation concerns the teaching of the course in reinforced concrete structures. Part of the lecture course has been replaced by design work in the drafting room; the requirements in lectures and concrete laboratory have not been disturbed.

Department of Electrical Engineering

E. E. DREESE, *Chairman*

The graduate program in electrical engineering has been a source of much satisfaction this past year. There have been twelve different individuals registered as graduate students in the department in the period and it is gratifying that every one of this number was from another educational institution—two having come from as far as the University of Alberta. It is in general the policy of the department to encourage its own graduates to go elsewhere for their graduate work in order to get a change of educational climate and method of presentation.

Within the past year the Department of Electrical Engineering has worked out a unified building and instructional program in connection with the Department of Physics and the Department of Mathematics. It is felt that a forward looking plan for the future development of electrical engineering education must be closely knit and integrated with these two basic disciplines upon which electrical engineering is built. This planning has culminated in a joint request by the three departments for a building especially designed to implement this program.

Another activity which has had its inception in the past year is the Broadcasting Engineering Conference, to which ninety-six practicing broadcast engineers from twenty-five states and three Canadian Provinces. The group stayed for two weeks to attend the lectures and classes which had for their objectives instruction in the latest developments in broadcast engineering. It is planned to continue these conferences in the future.

The fact that our present staff has been professionally alert is evidenced by the activities of the individual members on national professional commit-

tees. The national professional societies, which naturally appertain to electrical engineering are The American Institute of Electrical Engineers, The Institute of Radio Engineers, The Illuminating Engineering Society, and the Society for the Promotion of Engineering Education. In these societies the department of electrical engineering is represented by seven memberships on national committees and five chairmanships of national committees. Other evidences of professional activity have been in the field of publications. One member of the staff has produced a book which has been accepted for publication as a textbook in electrical engineering; another member has a book which is almost certain to be approved for immediate publication. A third member of the staff is editing a series of textbooks in electrical engineering for a national publishing company.

The Department of Electrical Engineering is carrying forward its two plans concerning student guidance and instruction upon which it embarked a few years ago. The first of these is its advisory system whereby every student in the department from the sophomore year up must confer with a faculty advisor at least three times each year concerning his educational program and objectives, as well as his personal problems of adjustment. The department feels that the advisory function has served to strengthen many students' educational programs and has actually saved other students time in college. It is an additional function of the advisor to confer with students who seem to have difficulty with electrical engineering, to the end that where such action is justified they may change their courses from electrical engineering to some other in which they are more apt to succeed.

The second educational activity referred to above is the Honors Group plan. By this scheme those students who have shown the most promise for independent self-discipline programs are advised to apply for work in the Honors Group. Among these students there is more personal contact between the instructor and the members of the group and they are given some opportunity to plan and carry out their own programs. The spirit of the work is much more in accord with practice in industry than are the smaller and sub-divided day-to-day tasks which characterize the classroom instruction and assignments. The department has been working with this plan for a number of years now and feels that with the experience accumulated a very desirable educational result is being obtained.

Department of Engineering Drawing

THOMAS E. FRENCH, *Chairman*

Because the full impact of the increase in student enrollment in the College of Engineering is felt in the Department of Engineering Drawing—which all freshmen must pass through—the crowding became so acute that the department was forced to what virtually amounted to research methods in order to work out proper class procedures to take care of the over-crowding. As a result, a system of "Engineering Drawing Sheets" was devised, which has proved most helpful. A statement was made recently that the use of this book in one of the eastern technical schools had facilitated instruction about fourfold. This is an example of the type of influence which this college exercises over engineering education at large, by the dissemination of knowledge through textbooks written here.

The Department of Engineering Drawing is probably unique in that the maximum opportunity for exchange of ideas between student and instructor is invited through intimate contact at the drafting table. Probably nowhere else in the University does the student have a like opportunity for meeting and exchanging ideas with the instructor; this has led to the situation that this department is able to exercise helpful influence during the formative period of a college career, and has resulted in the maintenance of the relationship, for many individuals, throughout their entire college course.

The esprit de corps of the staff is excellent in spite of the feeling of lack of time as well as lack of office space for productive work. Several new projects are in process or contemplated, one proposed by Professors Jones and Vierck involves the making of animated moving pictures for teaching descriptive geometry. Professor McManigal has designed a sundial built on a new principle; Professor Field has a new book nearly ready for publication; Professor Cooper and others are making an extensive study of bolts and screws, assisted by the cooperation of several commercial manufacturers; the Chairman, with Professor McCully of Carnegie Institute of Technology, has published a new Series of Engineering Drawing Sheets, already adopted by some sixty colleges, and is revising the textbook "Mechanical Drawing for High Schools" for its fourth edition. The members of the staff have willingly accepted their share of committee duties. These comprised committees such as Commencement Committee, Committee on Conduct in Examinations; Board of Overseers of Ohio Union and various college committees. This committee work is characteristic of that undertaken by the staff of all departments of the College.

Engineering Experiment Station

J. R. SHANK, *Assistant Director*

The Engineering Experiment Station authorized by legislative action in 1913 is fulfilling the purpose specified by that action which is "to make technical investigations and to supply engineering data which will tend to increase the economy, efficiency and safety of the manufacturing, mineral, transportation, and other engineering and industrial enterprises of the state, and to promote the conservation and utilization of its resources."

In the last year four bulletins were published. One of them set forth the possibilities and advantages, economically as well as technically, of using syenite, a granite-like material, instead of feldspar in dinnerware and like ceramic bodies. Another reported a study on the use of lead in glazes for ceramic ware with particular reference to the lead poisoning hazard to the workers in the manufacturing plants. A third dealt with a more thorough investigation of an aspect of a particular chemical engineering process looking toward the improvement of the process. A fourth supplied a number of industries with much needed information on the wearing properties of a number of metals when used in mixing and other material working machinery. These data make it possible to select the best metal or alloy for a particular process and so save loss in time which results from the too frequent throwing out of use of costly machinery for renewal of parts. Fifteen hundred additional copies of this bulletin (above the original two thousand) have been supplied at cost to industries that have found the work especially valuable.

Works that are nearly completed and soon to be published are: Improve-

ments to the methods of interpreting photoelastic stress investigations; improved design procedures for tall building frames (which is a sequel to a former publication along this line); and a correlation of test data on the bearing values of soils supporting highway construction which will set forth the practical uses and worth, and adjust the theory of the researches along this line which were pioneered by the Station and carried on for a number of years.

An investigation that is well under way is that being carried on for the development of superduty fire-clay refractories from raw materials available in Ohio, Kentucky and Pennsylvania. Other investigations inquiring into the changes that take place in fired ceramic bodies as related to various conditions of storage and of the factors affecting the stability of clay casting slips, are going on. This last is of widespread interest to nearly all branches of the whiteware industry.

The Station is working on a number of projects, financed largely by outside industries and associations through the Ohio State University Research Foundation, among which are continued investigations on brick pavements; on refractories for converter bottoms for the steel industry; on the determination of accurate coefficients for flow measuring devices, and a number of investigations of a more or less technical nature in ceramics and metallurgy. The National Paving Brick Association conducts one hundred per cent and the United States Potters' Association eighty-five per cent of their research work at the Station.

A fine spirit possesses the personnel; this has lately been augmented by the receipt of several items of new equipment.

Department of Industrial Engineering

JOHN YOUNGER, *Chairman*

Engineering instruction must be kept up-to-the-minute as required by technological advances, although ill-advised shifting of course material is always unwarranted. In line with this policy there has been a healthy re-vamping of instruction matter in this department. New material has been made available in a course on Motion Study; new relationships between labor and capital, now foremost in the public mind, are also receiving careful thought in this department, not from the merely superficial aspects of the political implications, but rather from the standpoint of how manufacturing technique is to be influenced. Attention is being directed toward the labor problem in its manifold aspects of cost, organization, unionization, mechanization, and the other materialistic phases.

The continued success of the Welding Conference is particularly gratifying. Approximately seven hundred visitors attended the lectures and exhibits and became familiar with this phase of work on the campus. Many of the visitors were greatly impressed with the facilities available in our Engineering Experiment Station. The efforts of the department to keep in touch with its alumni are succeeding. A special bulletin goes out to them about seven times a year letting them know of their fellow alumni. One gratifying phase of this activity is that many are seeking out Industrial Engineering graduates for employment, thus testifying to the high regard they have for the educational courses of this department.

Department of Mechanical Engineering

FRANKLIN W. MARQUIS, *Chairman*

No radical or extreme changes have been made in the curriculum in this department in recent years. However, in an attempt to keep it up-to-date so that it will meet the needs of the changing times and prepare our students, as efficiently as possible, for service in the field of mechanical engineering, this curriculum has been submitted to a continual critical study and has undergone a gradual but almost continual process of evolution. Thus, just a few years ago some requirements in the field of economics and business law were added and replaced some of the required engineering drawing and shop work. More recently the requirements in mechanics have been revised so as to include a new course in the mechanics of fluids, and a new course in factory building construction has been added. At the present time a new required course in the field of heat transmission, and an elective course in refrigeration and air conditioning have been authorized by the College faculty, but have not as yet gone into effect.

During the past few years a number of graduates from this department have found employment in the petroleum industry. This has resulted in the demand for a course to acquaint the student with a general knowledge of the industry, methods of testing petroleum products and lubricants, and the physical properties of the more important products. During the past two years Professor Roberts has spent considerable time in the development of such a course and at present a small number of students are taking it by conference. It will probably prove desirable to offer this work as a regularly authorized course in the near future.

Because of shortage of funds it has not been possible to make any large additions to laboratory equipment during the past two years. However, a small air conditioning unit comprising a two-cylinder Freon compressor having a rated capacity of three tons of refrigeration and an air conditioner which will cool and dehumidify 1500 cubic feet of air per minute, has been added. This unit has made it possible to give some laboratory instruction in the important and rapidly developing field of air conditioning.

Also during the past two years considerable attention has been given to the extension and development of laboratory facilities for instruction in fundamentals of fluid flow. Three Venturi meters, with necessary auxiliary equipment, have been constructed and installed, and a new orifice standpipe and weir box are now in process of construction. The installation of a new 4-inch motor driven centrifugal pump is expected in the near future, and it should then be possible to handle the constantly growing number of students more efficiently.

In addition to their regular teaching duties most members of the departmental staff have been active in research or other forms of service. A few of the more important of these activities are mentioned below:

Assistant Professor S. R. Beitler, as a member of the American Society of Mechanical Engineers Fluid Flow Research Committee, and of the special Sub-committee on Flow Nozzles, and as a consultant of the Joint A.S.M.E.-American Gas Association Committee on Orifice Meters, has been in charge of almost continuous research work, much of which has been carried on in our laboratory. The results of this work have been of importance, and are now in use to a large extent in the metering of fluids, such as natural gas.

Professor Paul Bucher, as a member of the Sub-committee on Safety Valves of the A.S.M.E. Boiler Code Committee, has done research work on safety valves which has resulted in a complete revision of the safety valve section of the A.S.M.E. Boiler Code. The sub-committee is now working actively on the problem of properly specifying safety valves for fire tube boilers. This is a rather involved problem, and is one in which both boiler and valve manufacturers are vitally interested.

Professor A. I. Brown has recently served as a consultant in air conditioning for the Association of American Railroads. In this capacity he directed the technical phases of an extensive investigation of passenger car air conditioning, which included the direction of a conference attended by engineers from thirty-one railroads of the United States and Canada on the subject of railroad air conditioning. For the past two years Professor Brown has also served on the three-member Publication Committee of the American Society of Heating and Ventilating Engineers, one year of which he was chairman.

Assistant Professor Moffat has, during the past year, delivered a series of lectures on "Materials" to the local section of the National Association of Power Engineers, as a result of which he was elected as an honorary member. Other members of the department have handled meetings of this organization which have been held in Robinson Laboratory once each month during the past several years. Professor Moffat also participated, during the past winter, in a six-weeks' educational course of the Columbus Section of the American Society for Metals by giving lectures on materials and heat treatment of metals.

Professor Stinson and Assistant Professor Roberts have collaborated in extensive tests made in connection with a study of the stopping distances on various road surfaces with a large number of different automobile tires. This included the development and building of a trailer for use in determining the side skid coefficient of friction between tires and road surfaces. Some results of this work will probably be published in the near future.

Professor Stinson is a member of the Society of Automotive Engineers' Crankcase Oil Stability Committee, and he and Professor Roberts have developed and built apparatus for studying the stability of crankcase oils. Research work is now in progress with this apparatus.

This department joined in 1937 with those of seven other land-grant institutions in the establishment of annual three-week short courses in the operation and maintenance of Diesel engines. These short courses have been carried on successfully for two years with the cooperation of eight manufacturers of Diesel engines and injections systems. Professor Stinson has been the Director of these Diesel short courses given at Ohio State.

Department of Mechanics

PERCY W. OTT, *Chairman*

As a part of the plan to secure the best correlation between mathematics and the teaching of engineering, the department of Mechanics has continued its exchange teaching work with the staff of the department of Mathematics. Moreover, the department has further systematized its own internal inspection of results obtained, as indicated by the students' grades, thus aiming toward

the highest attainable standard of efficiency and uniformity among all of the teaching staff.

The increasing enrollment in the College of Engineering has resulted in a considerably increased load of teaching for the Mechanics department. Registration in courses in mechanics has totaled 5,724 student credit hours for the year, which is an average of 318 student credit hours per quarter for each of the six members of the teaching staff. It has generally been possible to keep sections down to between twenty and thirty students—which this Department considers the best size for efficient teaching—and to keep the individual instructors' schedules down to fifteen hours per week. During the Spring Quarter of the year 1937-1938, however, some instructors had slightly over fifteen hours of teaching work and a few sections had enrollments as high as forty students.

A program has been set up whereby graduate students may undertake work in this department. Twelve credit hours of advanced work in mechanics and hydraulics, consisting of three credit hours each in four special fields, are available. These courses are elective for advanced undergraduates and graduate students in the college, and have consistently attracted a few exceptionally good students.

Professor Tucker of this department has been making a special study of geology, particularly that of earth-forming mechanism, because of its bearing on earth mechanics. This subject is probably not as well understood by the engineering profession as it should be and is particularly important with respect to the location and construction of large structures such as dams.

The laboratory equipment used in the first course in Strength of Materials is being increased by apparatus illustrating fluid mechanics in the advanced course. However, the crying need of the department is for quieter quarters. Sawmill equipment in the same building is very distracting to concentration of the classes on a subject as abstract as mechanics.

Department of Metallurgy

DANA J. DEMOREST, *Chairman*

While metallurgy is one of the earliest applications of chemical processes to the manufacturing arts, (if, indeed, it is not the earliest) its progress was largely empirical and it has not until recent decades made a rational use of the sciences, except chemistry. Now, however, the latest developments in both chemistry and physics are being applied to metallurgical research and methods, with the result that the principles of physical chemistry are being used to investigate metallurgical processes. X-ray and gamma-ray techniques are being developed not only for macro studies, but also for revealing the innermost structure of metals and their alloys. To show the students in this department the intimate bearing of some of the more abstruse theories to applied metallurgy, a course was changed in order to present the subject through methods of thermodynamics. A new course was also presented for the benefit of the students in electrical engineering.

Within the past year highly necessary changes have been made in the basement of Lord Hall, thus permitting re-arrangement of the metallurgical laboratories. The ore treating laboratories and the facilities for fire assaying courses have been extended to permit better teaching of these subjects. Even

with such expansion as has been possible to effect, it is apparent that much more space is needed. In the case of the metallurgical analysis laboratory more adequate housing must be found at once if the course is to be continued.

Department of Mining Engineering

HARRY E. NOLD, *Chairman*

The satisfactory employment conditions for graduates and undergraduates during 1935, 1936 and 1937 resulted in a substantial increase in students studying Mining and Petroleum Engineering. We are sorry that we cannot report good employment conditions during 1938. The essentialness of mineral products in industry and the increasing number and intricacy of technical problems in solid mineral and petroleum production indicates a future increasing and rather stable demand for engineers trained in these fields of engineering.

During the last quarter of a century the demands for engineers in the exploration, production and transportation of petroleum and natural gas have steadily increased. About fifteen years ago the demands for instruction in petroleum engineering became insistent from a limited number of students and we reached the point where students were leaving this institution to enter colleges where courses in this division of mining engineering were offered. To meet this need and to relieve Professor Nold in some courses, E. V. O'Rourke was added to the teaching staff of the department in the fall of 1925. His varied experience in the petroleum field in addition to his training and experience in mining peculiarly fitted him for this position. After careful consideration Professor O'Rourke recommended that, in order to avoid developing "one job" men, petroleum engineering should be considered here as an option within the field of mining. The soundness of this policy is amply proved by the success of our graduates employed in the petroleum fields. There is a steadily increasing technical literature in petroleum engineering and it seems reasonable to expect that future demands may make necessary a greater degree of undergraduate specialization in this field.

The past year has seen a distinct improvement in the educational plant facilities of the department. By removing an interior partition, the senior drafting room facilities have been made adequate for present needs. A new fireproof floor in the petroleum laboratory is a distinct improvement. A re-allocation of space among the Departments using Lord Hall has provided about 500 square feet of floor space in the basement for the beginning of a much needed mining laboratory. It is planned to equip part of this space this summer. The remainder will be equipped as soon as funds are available. During the year a small start was made in rehabilitation of department educational equipment which had deteriorated badly during the last eight years due to lack of funds to either buy new equipment or properly maintain old equipment.

In order to remain effective and efficient, a teacher of engineering must constantly keep abreast of developments in his field. In both mining and petroleum engineering this requires continuing contact with, and activity in, technical societies in which the latest developments are discussed, as well as continuous visitation and study of the work in the field.

To this end Professor E. V. O'Rourke has spent the last two summers in

production research work with one of the larger oil producing companies in Oklahoma. He has also continued to take an active part in the activities of the American Petroleum Institute, having presented a paper at the recent meeting in Pittsburgh. He is now an active member of the Petroleum Technology Committee of that organization. His wide and favorable acquaintance with officials in Petroleum producing companies in Ohio and elsewhere has been very valuable in helping him place graduates.

Professor H. E. Nold has continued his policy of maintaining close contact with the coal mining industry of Ohio and surrounding states. He spent the summer of 1937 traveling in the northwestern United States and western Canada. During this time he visited the large gold mine and mill at Lead, S. D.; an open pit lignite mine in Wyoming; copper mines at Butte, Montana; the large copper mill and smelter at Anaconda, Montana; lignite mines in Alberta and Saskatchewan, and some of the iron mines of Minnesota and Michigan. In February 1938, he ended three years service as Secretary of the Coal Division of The American Institute of Mining and Metallurgical Engineers. He is now chairman of two and member of three additional committees of the Institute. He presented papers during the year at the meeting of the Institute and the Ohio Society of Professional Engineers.

Miners' Vocational Night Schools were continued in ten of the coal mining centers of Ohio. This is done in cooperation with the State Board of Vocational Education. Under an agreement between the Board and the Trustees of the University, the instructors' salaries are paid by the State Board and the educational work is directed by the Head of the Department of Mining Engineering at the University. The work is strictly vocational, emphasis being placed on fundamental principles of mine operations, with the reasons therefor, and always with safety in the foreground. State mining laws also are studied. These schools continue to serve approximately 250 miners who attend a two-hour class period once per week. The two instructors serve schools in or near the following Ohio mining centers: New Philadelphia, Amsterdam, Dillonvale, Cadiz, St. Clairsville, Byesville, Murray City, Nelsonville, Glouster and Corning.

Ten years of experience and the testimony of many miners and their employers have amply demonstrated the value of this work. The instructors, A. W. Seabright and B. W. Wilson, should be commended for their effectiveness and faithfulness in driving long distances in all kinds of weather in order to meet their classes.

Department of Mineralogy

WM. J. MCCAUGHEY, *Chairman*

Enrollment increase has pushed the number of students taught by this department from 364 in 1936-37, to 556 in 1937-38. In spite of the sore need of additional space and equipment commensurate with this phenomenal increase in number of students, the department has carried on with efficiency and fine esprit de corps. Increasing recognition of the practical applications of mineralogy to industrial developments is certain to still further augment the number of students who will elect these courses in the future and thus render more acute—if possible—the need for expansion of all the facilities. This subject is emphasized here only as an example of conditions throughout

this College, because it indicates the acuteness of the situation which must be met to maintain the prestige of our present reputation.

An experiment was performed in 1937-38 in taking a group of six metallurgists through a year of microscopic mineralogy directed toward the application of microscopic petrography in studying the reactions taking place in the basic open hearth process of refining steel. Ordinarily such a problem is reserved for graduate students, but the enthusiasm and actual results of these students in the use of petrographic microscopes and X-ray diffraction methods have amply justified the experiment. Such investigations are made possible by the cooperation of steel companies who procure the samples of slag during the progress of the refining and provide the expensive chemical analyses of these. The suite of slags and their analyses which are being studied by these senior metallurgists as a graduating thesis were provided by the Inland Steel Corporation through the courtesy of Dr. Goff and Mr. Hubbard, superintendent of their Open Hearth Department.

It is proposed to continue this experiment with slags developed in acid open hearth practice, Bessemer practice, blast furnace and cupola. By mineralogical investigation of these slags it is possible to establish equilibria occurring in such systems and to determine the reactions involved in these complex systems, consisting in open hearth slags of 8 oxides in excess of three per cent.

Research by graduate students in the Department of Mineralogy continued in the experimental field of mineralogy. One graduate student is correcting the phase equilibria in the basic part of the system CaO.MgO.SiO_2 . Another graduate is working on equilibrium existing in the system $\text{CaO.P}_2\text{O}_5\text{.SiO}_2$. It has recently been shown that P_2O_5 can replace SiO_2 in minerals. It is hoped to establish the limit of this solid solution before there is a change in the mineral.

Professor McCaughey gave a paper at the Birmingham meeting of the Open Hearth Convention of the American Institute of Mining Engineers on "Hearth Refractories for Steel Making" in April 1937—reprinted in *Metals and Alloys*—and at the Buffalo meeting of the Open Hearth Convention, April 1938, gave a paper on "Mineral Composition and Viscosity of Open Hearth Slags."

Department of Photography

FRANCIS W. DAVIS, *Chairman*

Previous to 1937-38 the student laboratories contained thirty-five small individual dark rooms for the processing of photographic materials. These were adequate for the elementary courses but gave the department no dark rooms for advanced students working on special problems, or for research. During the past year four new dark rooms were constructed of a much larger and more modern design. Each of these rooms is a complete photographic unit in itself, containing an enlarger, running water, electrical outlets, sinks and developing and printing equipment. This apparently minor addition has enabled the Department to double the number of sections in Photography 611 (the elementary course) and increase the enrollment from 125 in 1936-37, to 175 in 1937-38. It is interesting to note that the total enrollment in 1933-34 was 50.

The Department stresses advanced work and research and is endeavoring

to get into these fields more and more. During the past year there has been a considerable amount of work done on certain problems inherent with the reversing of motion picture film and although the work is not complete as yet, some very interesting things have been encountered. Investigations have also been conducted on the practicability of applying infra-red spectroscopic plates to actual field photography.

Photographic processes at the present time are very valuable tools of research in many scientific and technical fields. This results in the staff members being called upon to give technical and popular talks on the subject. One man is teaching an Adult Education class in Photography offered one night a week for three quarters. Many radio talks have been given on the popular side of photography and more are planned for the future.

This University is unique in having as one of its units a "Photographic History Division" which is a branch of the Department of Photography. Professor Bradford, who is in charge of this work, started the photographic work on this campus forty-eight years ago, in 1890, and has been more or less closely associated with it from that time until the present. Over 10,000 historical negatives have been collected covering all phases of the growth and development of the University during this period. These negatives are filed and card-indexed for future use. The Photographic History is continually being augmented by the addition of present-day negatives.

During the past year a very popular feature on the campus has been the weekly motion picture shows held in University Hall each Tuesday at 3:00 and 4:00 P. M. The Department of Photography is in charge of this activity which consists of selecting and obtaining the films, securing appropriate publicity, controlling audience admission and running the films. No admission is charged and only those pictures are chosen which have a high cultural and educational value. In addition to this feature the Department secures and runs many films of a highly specialized nature for departmental and class use.

Motion picture films are continually being produced by this Department for other University areas. These may take the form of teaching films for class use or films to be used as part of a research. At the present time a natural color film is being made for the Department of Veterinary Medicine on surgery, showing particularly the removal of cancerous growth.

THE COLLEGE OF LAW

HERSCHEL W. ARANT, *Dean*

The enrollment of the College of Law during the year 1937-38 has been 259 as compared with an enrollment of 347 the year preceding. This decrease in enrollment has probably been due principally to the fact that the new admission requirements, three years of college work, took effect at the beginning of the 1937 summer session. There were other schools in Ohio, however, in which no change of this sort occurred, that either had similar enrollments or did not have any increases. Hence, it seems probable that economic factors may have had some part in this reduction of numbers. It is quite as likely though that more general knowledge that the legal profession is badly crowded may have caused some persons who would have undertaken to prepare themselves for the legal profession to enter other fields. Certain it is that it has become fairly generally known that stricter standards are now being enforced by both law schools and bar examiners. This attitude has been the result in part of an appreciation of the fact that lawyers need a much more thorough training in law in its social implications in these days, when our legal system is necessarily so much more complex than formerly and doubtless to some extent because both the educating and admitting authorities recognize that it is not in the public interest that hordes of lawyers be admitted when the public cannot use their services. The College of Law is hospitable to the ideas that lawyers must be better prepared and that only qualified and promising applicants should be encouraged to pursue the study of law after a fair trial in school. In the counsels of the League of Ohio Law Schools, which has had a noticeable influence in raising the general level of education in the state, and in the Joint Conference on Legal Education, started two years ago, the College of Law, through its representative, has urged the enforcement of stricter standards. The Conference referred to includes the Board of Bar Examiners of Ohio, the Committee on Legal Education of the Ohio State Bar Association and a committee representing the League of Ohio Law Schools of which committee the dean of the College of Law is a member. At these conferences are discussed such matters as the degree to which the legal profession is over-crowded, the best type of bar examination question, the standards and criteria that should be used in grading bar examinations, the subjects in which it is most important that applicants be prepared and the general matter of improving correlations between law school and bar examination performances. The creation of the League of Ohio Law Schools, and its recognition by the Supreme Court of Ohio and the institution of the Joint Conference, referred to above, have been developments whose tremendous significance in legal education in Ohio is only now beginning to be felt. The College of Law has a pardonable pride in the part it has played in each.

At the beginning of the year 1937-1938 Professor Clarence D. Laylin tendered his resignation and his services to the University terminated at his request at the end of the winter quarter. His resignation was viewed as a great loss to the College of its administration and faculty. He had rendered outstanding service for a period of some sixteen years and was loved and

highly respected by both faculty and students who had passed through the Law School during his years here.

As his successor, Assistant Professor Frank Strong came from the University of Iowa Law School. Mr. Strong was a high honor graduate of Yale College and of the Yale Law School. He had taught Economics at the University of Delaware before studying law. During his law course he was a member of and Chairman of the Board of Editors of the Yale Law Journal. He had taught at the University of Iowa Law School two years prior to coming to us. He has made a very fine impression on both students and faculty and we regard the College as fortunate in securing so promising a successor to Professor Laylin. His subjects are Constitutional Law, Trade Regulation, Taxation, Municipal Corporations and Administrative Law.

The faculty has been very greatly pleased with the improved quality of the Law Journal. This Journal is financed, it may be worth while to note, by a part of an item that was added to the fees of students in the College of Law by the Board of Trustees at the request of such students. It has therefore never had any financial support from the University. It cannot now be run on the amount of money that it is now receiving. It must have some subsidization from the University. This has been considered necessary to the establishment of a magazine of such kind and quality as the faculty of the College of Law have contemplated and tried for some time to establish. At least during the first two years of the life of the present student publication, the faculty contemplated the establishment of a more ambitious publication in which the faculty would have a much larger responsibility and supervision. It has never been thought feasible for financial reasons, however, by the administration of the University to establish this more ambitious publication and the faculty of the College of Law are now of the opinion that the logical and sensible thing is for the University to make possible some expansion in size of the present Journal by a subsidization to the extent of \$400 or \$500 a year. This is a much smaller amount of money than was ever considered a minimum for the establishment of a kind of review dreamed of by the Law faculty. The Journal is perhaps our most effective medium of indicating to the outside world the high standards that prevail in the College of Law.

The present Law faculty is smaller to the extent of half a man than it was before retrenchments became necessary on account of the depression. This is having an unfortunate effect. It has made it impossible to offer some subjects which the faculty believes it is important to offer and has made it necessary for at least the Dean to do a larger amount of teaching than is reasonable in view of all the other demands that are made upon him. There should be added immediately to the Law faculty at least one more full-time teacher.

The faculty of the College of Law is gratified with the gradual improvement it observes in student morale. One aspect of this is the continued satisfactory manner in which the honor system functions in the Law School. This is in large part due to the expanding influence of the Student Bar Association, an organization which has had the effect of bringing students together for the consideration of matters of professional interest and importance. A noticeable consequence of this has been the decrease of interest among law students in matters that are more or less distracting to undergraduates. The fact that classes of other departments have been moved from Page Hall during the

past year has doubtless contributed in some measure to the improvement of professional morale among the law students. The disappearance of the distracting influence of large numbers of undergraduates in Page Hall has had a wholesome influence. Further substantial improvement could result if more of Page Hall were available for law school purposes. At the present time there is no adequate place for Practice Court work, the quarters formerly used for this purpose having been necessarily surrendered to the Legal Aid Clinic for its present inadequate quarters. The Practice Court work should be restored to its former quarters and more adequate accommodations provided for the Legal Aid Clinic.

Women students and employees in Page Hall are daily subjected to great inconvenience and discomfort because of the lack of adequate restroom facilities for women. Such facilities should be provided at once and it would seem that the logical place for such facilities is in the basement of the building immediately underneath those provided for men. Much improvement also would result to the instructional progress of the College of Law if the very faulty ventilation of the classrooms could be improved. It would also improve the quality of instruction if the constantly distracting noise from the squeaking floors could be eliminated by laying new floors or putting heavy linoleum over the present floors.

THE COLLEGE OF MEDICINE

DEAN J. H. J. UPHAM

Enrollment

During the year 1936-37 there were enrolled in the College of Medicine 337 men and 14 women, making a total of 351; during the year 1937-38 there were 331, 314 men and 17 women.

In order to provide adequate clinical facilities the freshman classes of the last two years have been reduced to 75 new students. Thus the sections in the junior and senior years will be smaller and students will have ample clinical material and better clinical instruction.

Faculty Changes

A number of changes in the Faculty have greatly improved the teaching and research program of the College of Medicine. Dr. Emmerich von Haam, formerly of the University of Arkansas and the Louisiana State University was made Chairman of the Department of Pathology. He comes with an excellent record of research and teaching ability and has already carried out organization plans of great value to the pathological field and of distinct advantage to the College of Medicine.

The Department of Physiological Chemistry and Pharmacology added three new instructors, Dr. R. W. Cunningham, Dr. A. C. Kuyper and Dr. G. H. Ruggy. All of these men have Doctor of Philosophy degrees and have contributed much to the teaching and research program of the department.

In the clinical departments of Medicine and Surgery several new members have been added in order to supplement the teaching in the clinics and to interest some of the young well-qualified physicians in the work of the College of Medicine. The following appointments have been made: In Medicine—Dr. J. Fremont Bateman, Clinical Professor of Medicine (Psychiatry); Dr. P. C. Kitchin, Associate Professor of Dentistry; Dr. Sidney M. McCurdy, Lecturer (Industrial Medicine); Dr. B. F. Barney, Clinical Instructor in Medicine (Dermatology); Dr. Ben Houghton, Instructor in Medicine; Dr. M. D. Miller, Instructor in Medicine (Tuberculosis); Dr. John H. Mitchell, Instructor in Medicine; Dr. Clara G. Bonner, Clinical Assistant (Pediatrics); Dr. C. J. DeLor, Clinical Assistant in Medicine; Dr. Harrison Evans, Clinical Assistant in Medicine; Dr. Robert Kirk, Assistant in Medicine; Dr. Dan Morse, Clinical Assistant in Medicine; Dr. Robin C. Obetz, Clinical Assistant in Medicine, and Dr. Lawrence Senseman, Assistant in Medicine (Psychiatry). In Surgery—Dr. Howard E. Boucher, Instructor in Surgery; Dr. Drew Davies, Instructor in Surgery; Dr. J. M. Dunn, Instructor in Surgery; Dr. Gilman D. Kirk, Instructor in Surgery; Dr. Conrad Kuehn, Instructor in Surgery (G.U.), and Dr. Tom F. Lewis, Assistant in Surgery.

Plant Changes and Equipment

The College of Medicine has been greatly benefited by the rearrangement of rooms in some of the Departments in Hamilton Hall. The Cabinet has made possible changes in both the Departments of Anatomy and Pathology that allow for individual research and a more effective working set-up.

The completion of the new Out-Patient Dispensary and Isolation Hospital will be a great help in the teaching of clinical work. The building will be soon ready for occupancy and equipment is being provided.

A special allotment during the past Spring Quarter has made possible the purchase of some much needed equipment in practically all of the departments. Some of the special items are: a Universal Electro Scopometer, 2 Spencer Research Microscopes, a Pavaex Unit for special Pavaex Treatments, an Electrocardiograph and a Keleket Stethograph and many other modern items that have been needed for some time.

Teaching and Research

The curriculum committee has continued to function and has put into effect many very desirable changes, giving the student more opportunity for bedside study and contact with the instructor. We are looking forward to the opportunities which will be made possible with the new Out-Patient Department and Isolation Hospital.

The College of Medicine is carrying on a very extensive research program. The List of Publications is published annually in the Proceedings of the Post-Collegiate Clinic Assembly.

Post-Collegiate Clinic Assembly and Extension Work

For the benefit of the alumni and other Ohio physicians each year in celebration of the founding of the school, a three day program of special clinics has been held. These clinics have been very well attended and are proving a definite link between the alumni and the college. Through the co-operation of the University Administration it has been possible to publish the Proceedings of these meetings each year. Last year a copy was mailed to each alumnus of the College of Medicine by the Ohio State University Association. In addition to the program for the alumni each year, members of the Faculty are constantly called upon to arrange programs for local medical groups and speak before both local and national organizations.

Pathology

DR. EMMERICH VON HAAM, *Chairman*

Organization

The Department consists of one central institute and seven affiliated laboratories. The central institute is located in Hamilton Hall on the University Campus, while the affiliated laboratories are located in the hospitals of the City of Columbus. Of these, the laboratories of the University Hospital, St. Francis, Children's and State Hospitals are intimately linked with the administration of the Department, while the laboratories of White Cross, Grant and Mt. Carmel Hospitals cooperate to the fullest extent. The central institute of the Department takes care of the research and teaching activities, while the affiliated hospital laboratories carry the burden of the routine work in pathological anatomy and laboratory diagnosis.

Facilities

The staff of the Department consists of two professors, two assistant professors, two senior and two junior instructors, and two residents. Three grad-

uate students and five NYA students assist in investigative work. Eighty per cent of the professional staff are full-time members, and every position from the senior instructor up is occupied by men who have had at least five years in pathology and can qualify as specialists in their field.

At Hamilton Hall are located the offices and the research laboratories of the full-time instructors and the director of the Department. By a combination of room facilities and better use of the available space it is planned that a large research laboratory for the staff and graduate students will be available at the beginning of next year. The laboratories of the affiliated hospitals have been fully equipped and are able to handle all routine work in pathological anatomy and laboratory diagnosis. The laboratory of Children's Hospital is being rebuilt at present and will occupy an entire floor of the new wing in construction. The laboratory at St. Francis Hospital is being completely remodelled and will be located on the operating room floor opposite the X-ray laboratory. The laboratory of the State Hospital is being enlarged and will occupy four well equipped rooms.

According to estimate, about 700 to 800 autopsies per year will be available for the staff of the Department and the students of Ohio State University. A complete reorganization of the museum was necessary since many of the old specimens have become completely valueless and have had to be discarded. The museum will exhibit only specimens preserved in natural color, each one available with a complete case history which should make the collection valuable for clinical teaching.

Duties

The duties of the Department comprise teaching routine work in pathological anatomy and laboratory diagnosis, and research. Because of the necessity of dividing the classes into sub-groups the Department teaches forty hours per week, a daily teaching load of approximately seven and one-half hours.

Members of the Department supervise the autopsy and the laboratory work at the affiliated hospitals. The man in charge visits the laboratory at frequent and regular intervals and is assisted in his work by pathological residents assigned to the hospital for permanent duties by the Department. They also conduct personally the clinico-pathological conferences which are held for teaching purposes at the University Hospital, the Children's and St. Francis Hospitals and are present at the monthly staff conferences where they present specimens of unusual interest.

Research

While individual investigations are stimulating and sometimes very promising, it is believed that research work can be done much more successfully by following some definite program outlined in a comprehensive way and undertaken with the cooperation of all members of the department.

The importance of endocrine hormones in the etiology of cancer has been adopted as the principal subject of research for the coming years. At the present time the technical difficulties of this work are being mastered. Methods for the determination of estrin and other hormones in blood, urine, and tissues are being studied, and the creation of an animal colony suitable for endocrine research has been undertaken. In addition the Department is cooperating in a series of investigations with other departments, again having principally in mind its main subject of research in this cooperation. With the Department

of Research Surgery the clinico-pathological correlation between the histopathology of thyroid, its iodine content, and its biological action is being studied. In cooperation with the Department of Research Medicine a study of the endogenous iron metabolism and its endocrine control is being planned. With the Department of Gynecology a routine technic for the biological assay of hormones in menstrual disorders is being worked out. In order to form a better basis for comparative cytological studies as required in endocrine research, a standardization of histological routine methods is being carried out. In the division of Clinical Pathology studies are under way to improve and enrich our laboratory methods; cases of unusual interest, especially tumors, are prepared for publication by members of this Department.

State Street Dispensary

DR. E. J. GORDON, *Director*

There were 49,090 visits in all departments for the ten months. This compares with 53,641 visits for 12 months last year. It is safe to assume that there will be between 6,000 and 7,000 visits more than 1936-37.

All departments showed substantial increases with the exception of surgery and pediatrics and these departments would show similar increases if they were properly staffed.

The student attendance and interest were most excellent as were the clerical and nursing service.

The pharmacy is well conducted and forms a fine laboratory for the senior students who are assigned in sections of six. About 25,000 prescriptions a year are filled in the pharmacy, the students assisting in this and in the making of stock preparations under the supervision of Mr. Lowell Ruff and Mr. McClarren, two excellent pharmacists.

The morning diagnostic clinic has been greatly improved by limiting it to the junior students.

The opening of the new Out-Patient Department is eagerly anticipated. It is felt that the greatly improved facilities, the modern equipment and close connection with the University Hospital will have an inspirational effect upon the staff and greatly enhance the teaching value of this indispensable part of the teaching program.

St. Francis Hospital

DR. I. B. HARRIS, *Chief of Staff*

St. Francis Hospital has continued to render excellent service in supplying teaching opportunities to medical students. There were 3110 patients admitted during the year and almost all were available for instruction. Medical and surgical cases predominated in about equal proportions, with, however, a goodly number in each of the usual specialties.

From its location this hospital receives a large number of emergency cases for first aid treatment. This year the number of such was 4,000, and since a service was instituted of having a section of the junior class on duty constantly, this new development has proven of great value for practical experience for all members of the class.

The number of interns has been increased to eight, and this year through aid from the University, two Residents are being provided. This assures still further efficiency of the teaching in this hospital.

An affiliation with St. Ann's Maternity Hospital assures the interns an excellent obstetric service, and relieves the University Hospital of the necessity of providing this service. In Pediatrics the interns receive their hospital experience at the Children's Hospital.

The pathological laboratory has been entirely rearranged and equipped.

Under the management of the Sisters of St. Francis, considerable additions to the equipment have been made, notably an electrocardiograph, a basal metabolism apparatus, gastroscope, and a complete and much needed urological unit. The cooperation of the Sisters in the management of this hospital for instructional purposes has been excellent and warrants the gratitude of the University.

University Hospital

DR. N. N. WOOD, *Director*

During the year 1935-36 there was a total of 66,696 patient days. For the year 1936-37 there were 69,779 patient days and for the first ten months of this year, 1937-38, we have had a total of 55,280 patient days. The average occupancy for 1935-36 was 64%; for 1936-37 was 67% and for the first ten months of the present year, 72%, and it is continuing to increase.

The net earnings from all classes of patients amounted to \$359,174.09 in 1935-36; and in 1936-37 showed an increase, amounting to \$370,213.23. For the first ten months of 1937-38, the net earnings amounted to \$307,750.78. There was also an increase in receipts from patients of \$12,000 in the year 1936-37; the principal increase came in the receipts from private patients. For the first ten months of this year, our receipts from patients amount to \$139,587.05, an increase of \$6,000 over the same period of last year.

Hospital costs have steadily increased during the past few years. This is generally true in all hospitals and is due not only to increased cost of supplies but to increased demands made upon hospitals—that is, increased services, more elaborate techniques and more expensive procedures. In 1935-36 the total hospital expense amounted to \$370,265.92 with a patient day cost of \$5.55. In 1936-37 the expense was \$394,781.36 with a patient day cost of \$5.65. For the ten months of 1937-38, this expense amounts to \$346,297.36 with a patient day cost of \$6.26.

Out-Patient Clinics will be continued in the Hospital until the new Out-Patient Dispensary is opened. We have added a gall bladder clinic. These are of great advantage both in teaching and also in the care of the public.

We served almost 20,000 more meals during the year 1936-37 than were served in 1935-36. The cost per meal was .2458 in 1935-36; .2546 in 1936-37; and .2596 for the first ten months of 1937-38. Practically the whole increase in the Dietary Expense comes under the item of raw food costs. This increase amounted to approximately \$7,000 each year.

Our house staff has been considerably increased. We now have a total of 24 on the staff composed of 14 residents and 10 interns. This allows for more intensive study and more complete records. Summaries are now written on all cases except on Ear, Nose and Throat, Eye, and Contagious Diseases.

Due to limited funds there has been very little increase in equipment; however, with the assistance of the Graduate School it was possible to obtain a Pavaex Machine which is the only major item of equipment added.

THE COLLEGE OF PHARMACY

DEAN CLAIR A. DYE

It is perhaps unnecessary to give any detailed statistical data relating to the enrollment other than to state that the number of students continues gradually to increase. The enrollment for the year reaching a total of 241. Considering the unsettled business conditions for the past few years, the gradually increasing registration may be considered as an indication of the increasing confidence in the future of pharmacy. This may be looked upon as a gratifying outlook for the future. This fact, however, brings about the serious problem of providing the equipment and facilities necessary to care for the increasing numbers. At this point it may be stated that the total number of graduates for the year was 39. While this number may seem small, we believe the number represents the approximate number that can be absorbed by the present demands for well trained men. That this is the case is, we believe, indicated by the fact that notwithstanding the present business recession the graduates have had little difficulty in securing positions.

In reference to the positions secured, it should be stated that the graduates found employment in a variety of fields. Naturally the majority enter retail pharmacies, since they already have had practical experience and are looking forward to going into business for themselves. Others find employment in pharmaceutical laboratories where they are further trained in control work and manufacturing processes. Others go into detail and sales work. In addition to the foregoing fields, three of the graduates were appointed this year to graduate fellowships in different universities. The latter fact is, we believe, a distinct recognition of the high quality of work we are giving our students.

The employment of our graduates and the diversified fields of activity entered into by them is, we believe, an indication not only of the quality but also of the diversified training given the students in pharmacy. To maintain this standard and to make the work still more effective the curriculum was reorganized and modernized. As a result of this action, two distinct fields of opportunity are open to the students: In one curriculum the work is largely professional—the subject matter covering, in addition to pharmacy, the closely related and dependent fields such as chemistry, biology, physics, etc. The other curriculum, in addition to the basic pharmacy subjects, permits of a wide range of elective subjects such as economics, business organization, and other subjects looking forward to the practical and business side of pharmacy. Through these changes in the curriculum it is thought that we will be better able to give the students an opportunity to choose the particular field of pharmacy in which their interests lie. In adopting the changed curricula there has been no thought of reducing the requirements in the field of pharmacy but rather to broaden the subject matter and at the same time meet the growing trend toward higher pharmaceutical educational standards.

If we may judge from the present trend of pharmaceutical activity and thought, there is a decided trend toward higher standards. This, we feel, is

evidenced by the active efforts of the American Pharmaceutical Association, American Association of Colleges of Pharmacy, and the National Association of Boards of Pharmacy in conjunction with the American Council on Education to create a pharmaceutical educational council to study and classify the colleges of pharmacy. The purpose of the council is to adopt certain standards or criteria by which they may measure the facilities, the scope and professional activities as well as the academic standards of the schools. At first thought this may seem an effort on the part of outside interests to assume broad and unwarranted powers in presuming to dictate the educational and administrative policies of the schools. We are quite sure, however, that this is not the intent of the council, but rather is an effort to bring the facilities and equipment of the schools up to a parity with those in other fields of professional education. Already the Council has outlined its basic requirements and has undertaken the tour of inspection. In view of this, we are anticipating a visit to our school early in the Autumn Quarter.

As to the outcome of the study of the colleges of pharmacy it is impossible at this time to say just what action the Educational Council may take on the matter of standardization. Relative to this action, much will no doubt depend upon the character, quality, and quantity of work the schools are offering. In addition the final recommendations will also depend upon the nature and quality of the equipment the schools may have. It has been suggested that as a result of the study the Council may recommend the adoption of a five year curriculum for pharmacy, thereby placing the training on a professional basis. In our opinion such a change will be largely dependent upon the business conditions existing at the time and the general attitude of those directly concerned with the practice of pharmacy. Certain it is the practice of professional pharmacy involves as large a measure of personal responsibility as well as legal liability as any of the professions. To meet this responsibility those licensed to practice must have the basic and fundamental training sufficient to meet these exacting demands. Whether the present training is sufficient to meet these existing demands is possibly a question of public opinion and the attitude of the pharmacists at large.

Due to the changes in the curriculum various new courses in pharmacy were introduced. These changes necessitated a re-scheduling of the time the subjects were offered, with the result that pharmacy subjects are now offered each year. As a result of these changes it became necessary to double two of the classes, the freshman and sophomore, and offer the work in sections. Such a contingency was partially anticipated but we had not counted on the increase in the number of students, consequently it became a serious problem to provide laboratory facilities for the group. This, however, was done but was not very satisfactory. It may be added that this same condition arose again this year with the sophomore and junior classes and we again had the problem of providing equipment and facilities for 130 students in a laboratory planned to accommodate 65 students. This experience with the freshman, sophomore, and junior classes cared for at that time it was thought would not occur again. However, the increasing number of freshmen for this year has brought about the same conditions. Some of the new advanced courses adopted also require laboratory space and equipment, but due to the crowded conditions described above it has been impossible to provide the laboratory space needed; consequently no laboratory work has been given and cannot be given till such time as the University is able to provide the needed space and equipment.

These crowded conditions are also to be found in the laboratory work offered in the senior year. From the nature of the work it is next to impossible to divide the classes into two sections each working a half quarter, as was done with the other classes. To meet this difficulty the laboratory assigned for advanced students had to be given over to the overflow. This, however, is only a makeshift which will soon reach the point where it will fail to relieve a serious situation. As the problem appears there are but two solutions:

One to increase the laboratory facilities in some way.

The other to limit the number of students to our present facilities.

Certain it is the college cannot continue to meet the increasing demands for up to date instruction with university standards under the present conditions.

Activities and Achievements

In a previous report mention was made of the establishment of a model drug store. At the time comment was made upon the importance of this feature of our equipment and its value as a demonstrating and teaching laboratory. Its value for this purpose is, of course, dependent largely upon the products available for display and study. Relative to these, may we say that the various manufacturers of pharmaceutical and medicinal products and apparatus have very generously donated the products used and on display. This has made it possible to keep the material up-to-date, a fact which makes it possible to demonstrate to the students the latest pharmaceutical and medicinal products used in medical practice.

An important and increasing activity and service which the college is frequently called upon to render the pharmacists is to be found in the frequent requests for aid in prescription difficulties. In addition requests are made by pharmacists and others for information concerning proprietary and domestic remedies. In all cases these requests are made in good faith and whenever possible the information is supplied. In some instances, however, the requests require detailed analytical and experimental work before the question can be answered. In such cases it is impossible to comply with the request. Relative to requests of this character, we are quite sure that if an effort was made to supply the information requested, the full time of one man would be required. It is quite evident that it is impossible to furnish this service. On the other hand we do feel that when the requests are by pharmacists for solution of prescription problems an effort should be made to supply the information requested. Such a service often requires materials and up-to-date products, which we do not always have. We feel, however, that this is important enough to warrant the University providing such products.

Graduate Work

In former reports we have emphasized the increasing demand for advanced and graduate work in the fields of pharmacy, pharmacognosy, pharmaceutical chemistry, and related subjects. Graduate work in these fields is becoming increasingly important for those of our students who are looking forward to teaching or to positions in manufacturing or control laboratories where special or advanced training as represented by advanced degrees is now generally required. If we are to meet these demands, provisions must be made to offer acceptable courses and to provide the facilities necessary to carry on

the work. Such offerings will naturally entail some expense for special equipment and materials; this, however, at the outset should not require any great outlay. Already work is being done and several creditable pieces of work have been done by Dr. McMurray and some of the senior and special students. In furtherance of this effort it is hoped that one or more fellowships may be established to further interest along this line. At present a number of the schools offer such fellowships, thereby attracting young men who are anxious to continue their training. In this way these schools not only attract ambitious students but at the same time profit by stimulating enthusiasm and part time teaching of these men. As an evidence of this, may we say that this year three of our graduates have received such appointments in three well recognized schools. Certainly if we wish to maintain our standing among the university schools some such provisions will have to be made. Again may we emphasize the fact that already some graduate work is offered and that one of our graduates who received his Ph.D. degree last year jointly in Chemistry and Pharmacy is now teaching in a western school. The beginning has already been made and what we need now is some financial aid and support in the way of equipment, facilities and possible subsidizing through fellowships.

Special Activities

As a matter of general announcement it may be stated that the college has cooperated with the State Board of Pharmacy by providing the materials, equipment, and facilities necessary to conduct the practical laboratory examinations given by the Board. These examinations are given four times a year and are required of all candidates seeking registration in Ohio. In addition the college also usually provides the facilities needed to give the theoretical examination. This, we believe, constitutes a recognized service to one of the state licensing boards and enables the Board of Pharmacy to give a practical examination of a high order. The facilities provided enable the candidates to demonstrate their fitness with a greater degree of certainty.

Another contact by which the college tries to give service to the practical pharmacists is in the matter of supplying crude drugs, special and unique containers in which crude drugs are shipped, and a wide variety of products suitable for window displays. Such products are in great demand since they are always of great interest to the public and always attract a great deal of attention.

An educational activity which we feel is worth while for the students is the annual inspection trip to various pharmaceutical manufacturing laboratories. These trips are confined to the junior and senior students and each year we alternately visit plants in Detroit and Indianapolis.

Another activity through which the college keeps in touch with the local pharmacists is by providing the Central Ohio Academy of Pharmacy with a meeting place and other facilities. Such a service means much to the Academy and at the same time keeps the members in touch with the activities of the college.

In addition various members of the faculty have attended and taken part on the programs of local, state, and national pharmaceutical association meetings and conferences.

Professor C. M. Brown, Dr. R. L. McMurray, and Dr. C. A. Dye attended the meetings of the American Pharmaceutical Association and the American Association of Colleges of Pharmacy held in New York City. At that time

Professor Brown presented a paper before the section on Commercial Interests. The paper attracted a great deal of interest and was subsequently published in the American Druggist. Professor Brown also has a joint paper with Professors Harbarger and Snyder of the Department of English on the Teaching of English in Pharmacy Colleges. This is to be published in the Journal of Pharmaceutical Education.

Dr. R. L. McMurray also attended the annual conference of State Boards and Colleges of District Number Four, held in Chicago in April of this year. The conference is made up of representatives of the Boards and Schools in Illinois, Indiana, Kentucky, Michigan, Ohio, and Wisconsin. The main purpose of such conferences is to discuss problems of mutual interest to the boards and schools. Dr. McMurray also published a joint paper with Dr. George H. McFadden in the American Journal of Pharmacy. The paper, A Study of Rhus Glabra, reported the work done for his doctor's degree and represented a vast amount of work. In addition Dr. McMurray had supervision and direction of some thirty theses presented by this year's senior class. These represent a large amount of work either in the laboratory or reference work in the library. Dr. McMurray also attended the State Pharmaceutical Association in Toledo.

The Dean attended the State Association meeting and took part in the meeting as a member of the Committee on Education of the Association. In addition we have attended various local drug conferences and meetings. In this way we have tried to keep in close touch with both the educational and the commercial activities relating to pharmacy.

At this time we wish to pay tribute to the professors and instructors giving work in the college, but who for various reasons are not directly a part of the college. In all cases they have given whole hearted support and have cooperated in every way with our educational plans and efforts. Especially do we wish to express our very deep appreciation to the men in the Department of Pharmacy for their fine, enthusiastic, and loyal support during the biennium just closing. Whatever success the college has achieved has been in a large measure due to their loyal efforts.

THE COLLEGE OF VETERINARY MEDICINE

DEAN O. V. BRUMLEY

During the year 1937-38 the enrollment in the College of Veterinary Medicine has remained stationary due to the fact that it has become necessary to limit the number of students to the present figure of approximately 230. The number of applicants for admission during the biennium just closed reached a new high figure of approximately 500 for the freshman year. This situation has necessitated the development of a program of selection of students similar to that now in operation in some of the other colleges in the University.

The present interest in veterinary education is, without a doubt, due to a number of factors. A renewed interest in the value of veterinary service both from the point of view of the public health service, which is rapidly widening its activities and influence, and the service to the live stock industry; the particular fact that the profession is undermanned throughout the entire United States so that there are splendid opportunities for immediate positions for those who graduate and also many excellent locations for practice; the curriculum at the present time presents a much broader cultural training and education than heretofore as well as a more thorough professional one. The professional activities have expanded rather rapidly during the past few years so that all of the graduates of the College have been placed either in salaried positions or are in private practice. The introduction of a five year program, one year of which is in the College of Arts and Sciences, as a pre-veterinary year, and four years of professional training has attracted not only a much larger group of students, but those with a broader and more definite fundamental education and training. This increase in the requirements for admission has done much to raise the standards of veterinary education in this College and to attract to its ranks many students with college degrees already earned. The entire staff of the College looks upon these increased educational requirements as one of the most forward steps made by the College of Veterinary Medicine in its history. This program has been in operation now a sufficient length of time to prove its value in an educational manner.

Selection of Students

The procedure in the selection of students for the professional courses in the College of Veterinary Medicine has been given a great deal of thought and attention. In the first place all students matriculating for the pre-veterinary year in the College of Arts and Sciences are given much attention from a personnel standpoint. The preparation for the selection of students is done by members of the staff of the College of Veterinary Medicine and those concerned with the administration of the freshman students in the College of Arts and Sciences. The object is to become acquainted with the background of the students, their personalities, academic abilities, and their particular fitness for the profession of Veterinary Medicine. The selection is

made by representatives of the staff of the College, The University Examiner and the Dean of the College of Arts and Sciences. The basis for this selection is as follows: (a) careful tabulation of the academic records of the students; (b) personal contacts with the students' background of general experience; (d) his knowledge of animals; (e) and the consensus of opinion of those making the selection relative to his adaptability for such professional work. These data are all collected together and selection made after giving all these facts serious consideration. It is the consensus of opinion, among the members of the staff of the College of Veterinary Medicine, after taking into consideration the facilities of the College, the needs of the profession in this area, that the number selected for the professional courses in the freshman year should not exceed more than sixty-five. This number graduating annually will provide adequate replacements in the profession in this state and area and will care for the normal increase in service. The objective of the College is to supply a sufficient number of graduate veterinarians to render a high degree of professional service in this state.

Since there are no veterinary colleges in Indiana, Illinois, Kentucky and West Virginia, the College and the University has given official recognition to an imaginary line drawn around the above states including Ohio from which this College should select the majority of its students for education and training. Naturally the preference is given to Ohio students but it is believed good policy, from a professional standpoint, to assist in distributing veterinarians to the adjoining states to render a service to those states which is important from a veterinarian's point of view. The College of Veterinary Medicine believes that there should be reciprocal arrangements made with these states so that students can receive the proper advantages of coming to this College for their veterinary education and training while perhaps students from Ohio might receive similar education and training in other lines from the state institutions from the states mentioned previously. The majority of the students now enrolled in the College of Veterinary Medicine is from the area mentioned.

Changes in Curriculum

An annual study of the curriculum is made in order to keep the academic offerings of the College up to the standard required due to changing conditions and requirements of the profession. Certain changes are necessary each year in order to satisfy the profession's development and to give the necessary education and training of those entering the numerous fields of veterinary medical activity.

Veterinary education is rapidly approaching the time when it will be necessary to lengthen the pre-veterinary course to two years. This is evidenced by the additional requirements of the profession, a much greater interest shown by prospective students, and most important a demand for a definite raising of the standards of the profession in general throughout the United States. The staff of the College of Veterinary Medicine believes this is sound educational policy, and, no doubt, it will be placed in operation as a requirement for matriculation in the professional courses within the near future. Since many of the applicants are now college graduates or have two or more years of college credit it would seem to be a logical development in the next few years.

Extension Service

The College of Veterinary Medicine has no organized extension service at the present time. In order to enhance the value of the veterinary service to the public there should be an extension service, properly organized, through the veterinary profession, more adequately to assist the live stock industry in Ohio. There are many problems confronting the live stock industry from a disease standpoint which can only be efficiently controlled by those who have special training in Veterinary Medicine. This situation is acute at this time and must be given serious consideration if the College of Veterinary Medicine is to fulfill its complete function in the whole scheme of education in Ohio. A full time extension veterinarian under the direction of the College of Veterinary Medicine should be given favorable consideration at once in order to carry out this program. The members of the College staff are all engaged in some work along this line. This service is rendered now by correspondence, conferences, telephones, communications, and by numerous addresses given before groups of various types. This type of service, of course, is helpful but entirely inadequate to meet the increasing demand for such service.

Veterinary Physiology

Just recently Veterinary Physiology has been transferred to the College of Veterinary Medicine in order to give a greater opportunity for its development and to render a service more directly to the students in Veterinary Medicine and those in Animal Husbandry.

Physiology, although classified as a fundamental subject, has a very distinct application in the clinical and research programs. This will give the College an opportunity to develop the work along this line and also to make greater use of this important subject in many of the other programs of the College. It is wise educational procedure that thus brings together the subjects of physiology and pharmacology in the same department. The study of the normal functions of the tissues and organs of the animal's body may be made and also how these functions may be modified by the action of various drugs. These studies can now be made so that the student will have a more direct application of these activities on the animal. This is a distinct forward step in the veterinary educational program.

Teaching and Personnel Work

Improvements have been made in both of these important activities during the biennium. There have been frequent discussions with members of the staff relative to improved teaching methods. Improved laboratory and demonstration methods have been instituted. Motion picture films have been made and used; new techniques have been developed in some areas, especially surgery; minor research problems have been initiated for students, who are interested in certain problems and in many other ways a distinct advance has been made in the effectiveness of the teaching work. Much greater improvement could be made if more technicians and assistants were available.

The personnel work with the students continues to be one of the important phases of veterinary education in the College. Much time is devoted to conferences with students and attempting to assist them with their numerous problems. No attempt is made to solve all of their difficulties for them, but to show them how to help themselves, to encourage them in their academic

work, and to try to get them to accept responsibility so that they eventually will become more self-reliant and become better citizens when they locate in communities. Complete records are kept on file of all students and their activities while in residence. This personnel work is of value also to the members of the teaching staff, since thereby they may obtain information relative to the student's ability, interest and academic status.

Organization of the College

Unfortunately the College is operating officially as a single department. This is contrary to the organization of practically all veterinary colleges in the United States. If the College is to have proper recognition in the veterinary educational field this situation must be changed. We wish to recommend again that official recognition be given the obvious unofficial departments in the College of Veterinary Medicine. The present arrangement is embarrassing to all concerned when in contact with educators both locally and abroad.

Clinical Program

The development of a veterinary educational program depends to a great extent upon the possibilities of having an efficient clinical program. This phase of the educational program has developed more rapidly than the personnel, equipment and hospital space. It is highly important to have a large volume of business in order to have a sufficient variety of cases to illustrate to the students in the classroom. It is imperative that to provide adequate instruction in this field, and to give the public the efficient service to which they are entitled more technicians and assistants should be added to the staff. The College of Veterinary Medicine has a distinct opportunity to establish the best veterinary clinical program in this country on account of its strategic location in a comparatively large city with a rich agricultural district surrounding it. The opportunity is here, the need is obvious, and the college staff is anxious to realize this ambition in the near future. If sufficient help can be forthcoming this ambition can be realized in a biennial period.

More Building Space Needed

More space is needed for the present activities of the College of Veterinary Medicine. This is especially true of those departments giving clinical and practical instruction. New buildings should be provided just as soon as the appropriations will permit. Until such time arrives it is important, if it can possibly be arranged, to have more space in the "Old" Cattle Building. Much of the space in this building adapts itself very well to the needs of the College of Veterinary Medicine. It is imperative to have some relief relative to increased space for the housing of clinical patients. This need is very acute at this time.

Research

The staff of the College of Veterinary Medicine is fully cognizant of the fact that a live research organization is a vital factor in the development of the institution. The organization of this work is under two heads, viz: (a) individual research by staff members; and (b) organized research in a separate department of the college in cooperation with the Ohio Agricultural Experiment Station.

(a) Practically all members of the staff have been interested in one or

more problems of research. Some of the problems have been completed during the year while others are in the process of development. It has been the policy of the College to encourage individual research whenever possible.

(b) Organized research has been in progress for a period of eight years and is gradually expanding. The relationship with the Ohio Agricultural Experiment Station has not only been exceedingly congenial but the program has been going forward with renewed interest during the biennium and several new projects have been initiated. This cooperative program has been the means of developing much of value along research lines to both institutions.

The College of Veterinary Medicine is urging that opportunity be given to augment this phase of veterinary education. Some other veterinary colleges have research departments developed and are now receiving financial aid in very substantial sums to carry on their work.

The following projects are some of those which are being carried on at the present time by individual members of the staff and by the department of research:

Research Problems Finished or in Process of Development—

An Experiment to Test the Effectiveness of a Supposedly Coccidiacidal Agent Against a Virulent Culture of Avian Coccidia *Eimeria Tenella*.

A Study of Digestion in Ruminants.

A Survey of the Parasites of Sheep in Ohio.

Bloat in Cattle.

Bovine Mastitis.

Crystal Violet Vaccine for Prevention of Hog Cholera.

Diseases of the Kidneys of Dogs.

Exterotoxemia in Sheep.

Features of the Lymphatic System of the Gallus Domesticus.

Fowl Paralysis.

Incidence of Sarcoporida in the Musculature of Animals as Seen in Post Mortems.

Infection Experiments with Bang's Disease in Cattle.

Internal Parasites of Sheep.

Parasitic Infestation of Food Animals.

Persistent Rete Ovarii and Gartner's Ducts in Mature Animals.

Physiological Action of Drugs on Fowls.

Pregnancy Disease of Sheep.

Pseudo-Rabies.

Report of Parasitic Examination of Pheasant and Partridge Viscera Collected in Wood County, November 17 and 18, 1936.

Results of the Rapid Whole Blood Pullorum Tests in Chicks.

Revision of "The Anatomy of the Domestic Animals"—Sisson.

Thyroid Diseases of Dogs.

Wild Life Investigations.

The staff of the College of Veterinary Medicine have been active during the biennium in productive scholarship; this activity is shown by numerous professional articles, reports, book revisions, and new books.

Attendance at Meetings

Various members of the college staff attended professional meetings in various sections of the United States during the biennium. These meetings consisted largely of educational conferences in which the staff member in the majority of cases participated in the program. This has been encouraged in order to give the individual staff members inspiration from attending such

meetings, and at the same time enable them to give the results of their own research work.

The Dean, as President of The American Veterinary Medical Association, has attended educational conferences in practically all sections of the United States during the past year. Addresses were given at all of the conferences and many important personal contacts made which were quite important from the standpoint of the College of Veterinary Medicine.

In the foregoing report an attempt has been made to call attention to the programs of the College which are outstanding and which are the main objectives for further improvement, expansion and development. Many other facts are eliminated due to lack of space.

The College of Veterinary Medicine is in need of increased personnel, especially assistants, graduate assistants and technicians to help with the routine work of the College.

THE DEAN OF MEN

JOSEPH A. PARK

The most interesting development in this office during the past year has been the establishment of a full-time Men's Housing Director. For the first time we feel that the housing of men is under competent direction and although progress is made slowly we feel that an improvement in housing standards is already evident. Mr. Wrigley's report, which is appended, gives indication of this fact. If construction of the large dormitory proposed by the Alumni Board of Visitors can be begun during the coming year, another forward step will have been taken.

Last January saw the beginning of another new venture in the establishment of the George Wells Knight International House. Although this institution has no organic connection with the University, the fact that it serves University students, is directed by Assistant Dean Stecker and Mrs. Stecker, and that Mr. Steeb, Professor Bibber, and the Dean of Men serve on its Board of Trustees makes it very much a concern of this office. The period of operation, though short, is already indicative of a fine contribution to student life.

For the first time on any campus, so far as we have been able to learn, a subsidy was given this year to departmental societies. Five hundred dollars from Student Activities Fee funds was distributed to the societies by a student committee under the direction of the Dean of Men. Primarily, the activities of these groups are curricular in nature and highly intellectual. Furthering their interest is without doubt advancing the educational process. This money was used for a wide variety of purposes including the purchase of books and scientific equipment, fees for lecturers, social activities, motion-picture films, an art exhibition, play-scripts, and convention expense.

The foregoing represents the newer activities of the office. Routine activities as indicated in the 1927-1937 report include service on the following committees: Men's Dormitory, Foreign Students, Commencement, Student Dramatics, Conduct in Examinations, Council on Student Affairs, N.Y.A. Selections, and the Student Publication Board. Loans for men students and requests for fee deferment also are handled by the Dean of Men. The writer has spoken to alumni groups in Akron, Findlay, and New York City during the past year, also to Mothers' Associations in Lakewood, Dover, and Toledo. In addition, he has been asked to speak to church and young people's groups, Rotary Clubs, and a wide variety of other organizations both here and over the State, all of whom seem interested in the University's program for the personalizing of education.

The reports of the Assistant Deans are a part of this report. I should like to call attention to the stimulating activities of the fraternities, notably the Fraternity Presidents' Council under the direction of Mr. Stecker, to the excellent financial progress of the chapters especially in cooperative buying as supervised by Mr. Kinsel, to Mr. Wrigley's fine organization of Men's Housing, particularly his development of the Independent Men's Association and his plans for the establishment of cooperative houses in the Autumn Quarter. The

report of the Student Employment office, well-established before it was made a part of our organization this year is made by Mr. Guthrie and is indicative of continuous progress in service to the men of the University. Note especially the fact that the assignment of all N.Y.A. students was carried out this year under his direction and that selection will also be added to his responsibilities for next year.

Each of these young men has made an important contribution to the program of this office. Favorable comment upon them individually and collectively frequently comes to us. Each conceives of his work a part of the educational process, and no insignificant part. They are carrying out the primary purpose of the University, which is to teach young people how to find their place in society, their obligations to their fellows in that society, and, most important, the citizen's obligation for personal integrity.

The Assistant Dean of Men

FREDERICK STECKER

Fraternities

The late Dean Thomas Arkle Clark of the University of Illinois, one of the most widely known and best beloved of all deans, has written, "My experience, as an executive officer, is that Greek letter fraternities have been to me of the greatest service in advancing the best interests of the University. I am glad to encourage them because in them I see an easier control and direction of student enterprises, student activity, and student thought, and an easier development of the right sort of student morals and ideals."

With this philosophy, the administration of our University is in hearty agreement. Looking back over a year of activity, we are impressed by certain accomplishments of Ohio State's fraternity men.

During the Winter Quarter of this past school year, a fraternity membership peak of 2,959 was reached. This figure represents 33.3 per cent of the total male enrollment for that quarter. Of this number 1,215 members resided in 60 chapter houses. Fraternities provided approximately 27 per cent of the rooming accommodations for out-of-town men students. Despite the general slump in business conditions, the 65 groups have operated successfully and none was forced to discontinue.

The whole-hearted support given this office by fraternity leaders has been most gratifying. At all times they have been friendly and open to suggestion. This spirit explains in part the admirable record of achievement set by the interfraternity councils.

The Secretary of Fraternity Affairs and his entire staff are deserving of high praise for their patient and efficient efforts in carrying out the interfraternity program. Among the old projects continued were Christmas Parties for the poor, the housing of hundreds of visiting outstanding high school students, the monthly news letters to national fraternity editors, a lecture series by professional people open to all students, cooperative rushing, participation in the Homecoming and White Christmas programs, and the "adoption" of boys through the Big Brothers' Association. The Pledge Night and Greek Night Banquet brought to the campus Dr. Henry McLean, Grand Tribune of

Sigma Chi Fraternity, and Dr. Herman James, President of Ohio University. Outstanding among the new achievements were:

1. Added emphasis upon fraternity scholarship as evidenced by the first annual Greek Scholarship Banquet, an extensive survey of study methods, and the approval of a new trophy to be awarded to the group showing the greatest scholastic progress.

2. Initiation of a regulation raising the required point hour ratio for fraternity initiation.

3. Adoption of a new system of dues based on a fee for pledge registration. This new system has "painlessly" increased the revenue of the President's Council a large amount.

4. Sponsorship of the first annual fraternity library contest. As far as we have been able to learn, this is the first time this has been done on any campus. Twenty groups so stimulated have started in the building of worthwhile chapter libraries. Twenty-seven national fraternities have forwarded to this office letters praising the University administration for this.

5. Initiation of the reorganization of Scarlet Mask.

6. Expansion of the Job Hunters' Training School program.

7. Sponsorship of the WOSU Saturday Night Dance Parade. Fraternities raised \$460 to make this program possible.

8. Joint sponsorship with the Y.M.C.A. of the "Rickey Round-up" for new pledges. Mr. Branch Rickey was the speaker on this program.

9. Improvements of the present rushing system by means of studying an extensive questionnaire distributed to 800 new fraternity pledges.

10. Encouragement of sound chapter financial administration through fostering of the Assistant Treasurer system.

11. Revitalization of the Fraternity Advisers' Council into an active organization.

In closing may I draw attention to Dr. Rightmire's dinner for the retiring fraternity presidents. This gesture of friendship from the President was responsible far more than any other single act of the year in further cementing the bonds between Ohio State's fraternity men and the administration. Those attending were pleased to hear their host say, "Whenever we want something done here at the University, we call on the fraternities. You have proven you have the brains and the ability to work together." Proof of the enthusiasm among the fraternities was their whole-hearted enjoyment in presenting to Dr. Rightmire a beautiful desk and chair. It is hoped that succeeding Presidents will see fit to continue this project.

The George Wells Knight International House

It has been the privilege of Mrs. Stecker and the writer to take part in the operation of the George Wells Knight International House as resident directors. Numerous activities have made the House a gathering place for foreign students as well as Americans interested in international relations. It is hoped that a real contribution to Ohio State life will be made here.

General

Participation in student life prepares for a better understanding of student needs. In addition to serving as adviser to the fraternities, the writer has enjoyed active membership in Toastmasters, Ohio Staters, and the governing board of the Independent Men's Association. In addition, he has served

as an adviser to Romophos, sophomore men's honorary, and the Cosmopolitan Club. In the Spring Quarter he was elected an honorary member of Bucket and Dipper, junior men's honorary.

Acting as co-chairman with Dr. Roderick Peattie upon the request of the University Religious Council, over \$500 was raised on the campus for the relief of students in the Far East War area.

Opportunities for serving the University have resulted from membership in the local Junior Chamber of Commerce and from serving as Secretary-Treasurer of the Central Ohio Alumni group of the Culver Military Academy.

Frequently, the writer has been asked to speak to fraternal, church, and student groups in the city. In the line of routine duties were:

1. Counseling with students requesting fee deferment.
2. Notarization of papers for students and faculty members.
3. Registration of all campus social functions.

The Director of Men's Housing

LOWELL A. WRIGLEY

The housing of men students on this campus has always been a problem, but one which has not, until recently, been given much consideration. Because of the increased enrollment and the need for closer supervision of the rooming houses, a Director of Men's Housing was appointed and began his work June 1, 1937.

The immediate job before him was the listing of the houses for the Summer Quarter. After the last day of registration of rooms, lists are printed and made available to the students. During this quarter 237 houses were listed and inspected.

During the Fall Quarter there were 404 houses listed and inspected and more than 1500 room lists were given out between August 1st and October 1st. Before the houses were placed on the approval list and made available to the students, comments and suggestions were made to the landladies as to the desirability of their rooms. If, for one reason or another, the rooms did not measure up to standard they were not listed and the householder was so informed. After the recommended improvements were made, the rooms were put back on the approved list.

A new University regulation which took effect January 1st requiring all freshmen to live in University approved houses was a real step in the right direction to improve housing conditions. The immediate result of the regulation was that 832 houses housing 4,480 men students were listed and inspected.

However, the inspecting has not been confined to those houses listed with the Housing Bureau. An effort has been made to check on every house in which men students are living and the results have been worthwhile. We have found it necessary from time to time to request students living in undesirable rooms, in basements or attics, to find other living accommodations. These suggestions have all been carried out and the students found more pleasant and more desirable rooms.

It has been the duty of this office to intervene and pass judgment on cases involving disputes between the householders and students or violation of the rules and regulations as set down by the Men's Housing Bureau.

A large 30 inch by 40 inch map of the campus on which are located all of the houses in the University district has been completed. By using a system of pins with colored heads, it is possible to tell at a glance which houses are listed, the distance from the campus, the number of students in each house, location of houses according to zones, etc. This has been a big help in directing new students around the University district.

At the present time, plans are under way to operate some cooperative houses on the campus. The plan is that the boys will be required to pay a maximum cost of \$75 per quarter for board and room and have the use of the entire house. The landlady, on the other hand, will be assured a full house because the students will be required to sign contracts binding them for the entire quarter. Two landladies, with house accommodations for approximately 40 students, have expressed their willingness to cooperate with the Housing Bureau in this project. We have the signatures of more than 100 students who would like to be placed in either one of these houses so it seems that some of them are doomed to disappointment. However, I feel that with the coming of the Fall Quarter of 1938 and the official opening of these cooperative houses, we will have more landladies interested and so will be able to take care of a goodly share of the students who have expressed their desires to live in these houses.

In addition to my duties as Director of the Housing Bureau, it has been my pleasure to work with the Independent Men's Association. In its year and a half existence the organization has made considerable progress in carrying out its chief aim—to further the social life of the unaffiliated student. Some of the activities the group sponsored or were concerned with are as follows:

1. Petitioned and were awarded a seat in the Student Senate.
2. Promoted a series of lectures.
3. Assisted in the organization of an Independent Women's Association.
4. Sponsored two all-campus dances.
5. Have been very helpful and have taken a part in the housing program to assure cooperative houses on the campus.
6. Cooperated with the Independent Women's Association in putting over the first "Independent Night."
7. Ended the year's program by giving an awards dinner-dance with Dr. Morrill as the speaker.

In addition to these activities, the organization has been very much concerned and has taken part in the various activities sponsored by other campus groups.

The Director of Student Employment

WILLIAM S. GUTHRIE

I am glad to submit this report covering the second year of operation of the Student Employment Office which was originally established September, 1936, to handle part-time employment for men, and the placement of men and women NYA students which is the work of the NYA Projects Committee. At the beginning of the 1937-1938 school year this office was made a unit of the office of the Dean of Men and upon the suggestion of the Business Manager, Carl Steeb, developed a procedure for sharing with the office of the Dean of Men the responsibility for student loans. Through the courtesy

of the administration and Mr. Park the office was expanded to include a second room on the east side of the front entrance of the building now designated as Room 105 under the number system which was sponsored by this office. Upon the resignation of Dr. William H. Cowley as Chairman of the NYA Projects Committee on July 1, 1937, the Director was named to take his place.

Two new student jobs were created during the summer, 1937, at the suggestion of the Director and with the active support of the Director of Summer Quarter, Mr. Eckelberry. A summer court secretary was hired for the court for which the Director acted as judge. A University information booth was established in the Administration Building lobby with two students as clerks. This has since developed into an official booth with a full-time attendant.

For convenience in handling, the following divisions will relate to NYA Placement, Men's Employment (other than NYA), Student Loans, extra duties of the Director, and a paragraph in conclusion.

NYA Placement (Men and Women Students)

The University's NYA program has reached a total of 1645 (compare 2152 for 1936-37) men and women students during the 1937-1938 year. The peak load occurred in March, 1938, when 1211 were employed on NYA jobs (compare peak load 1575 for November, 1936). The following comparative figures are to be noted:

	April 1, 1938	May 1, 1937
Total number of students employed.....	1,167	1,414
Undergraduates	1,115	1,270
Graduates	52	144
Male	850	1,020
Female	317	394

A total allotment of \$138,240 (\$200,040 for 1936-37) was available; the total expenditure being \$137,861.01 (\$190,284.29 for 1936-37). The work product of NYA labor amounted to approximately 300,000 work hours (495,000 for 1936-37). In further analysis, a study of residence indicates that 18% of all students approved live in Columbus, 79% are Ohio residents outside of Columbus, and 3% from out of state. Fifty-five per cent of them had previously carried NYA jobs. By classes, 31% were freshmen, 26% sophomores, 24% juniors, 14% seniors and 5% graduate level. No further report is given of the NYA program since there is a comprehensive survey of last year's program carried on under the direction of William H. Cowley and published by the Washington office of the National Youth Administration. Mr. Cowley's report is significant as the single detailed study of the NYA placement program on any college campus in the country. His conclusions point to its effectiveness as a job program of definite educational values to student workers.

Because the Projects Committee is often asked for job reports on NYA students in connection with their application for full-time jobs, the Committee made arrangements to provide supervisors' reports on the NYA work of graduating seniors so that the respective Graduate Placement offices could forward this information when requested, to prospective employers. The

Committee made a conscious effort to keep in close touch with departments on NYA matters and found a very ready response on their part to cooperate with the Committee. The Committee has been reconstituted for the 1938-1939 school year with the addition of Mr. John Hall, Assistant Director, Council of Social Agencies, who will specifically represent off-campus community agencies to whom more than 10% of our NYA students are assigned for work. This has been a very fine working committee and it has taken a serious interest in its duties. Its members represent, broadly, the larger colleges of the campus. As to the addition of a community representative, S. Burns Weston, State Director of the NYA program tells us that "... It is an excellent move and indicative of your broad conception of the scope and influence that the NYA Student Aid Program can have."

Men's Part-Time Employment

A total of 1874 men students applied for part-time work during the period from September 1, 1937 through May 31, 1938. Four hundred and thirty-three of these made applications for stadium jobs only. We received 1052 calls from employers telling about 1813 possible jobs. For these possibilities we made 2287 referrals representing 1065 students. Permanent part-time placements total 369; 1194 placements were temporary and miscellaneous. We were actually able to help 849 or approximately half the applicants for work. Of the others, many were inactive because they found work on their own or NYA jobs, or because they were "unemployable" due to schedule difficulties, out of school or for other reasons.

A tabulation of Fall Quarter applications shows that 43% are freshmen; 23% sophomores; 16% juniors; 8% seniors; 3% graduate students; 7% unclassified. Twelve per cent are Columbus residents; 80% Ohio residents outside of Columbus. It is interesting to note that 14% of the applicants have no telephones where they may be called about jobs; that 21% of them are carrying NYA jobs but need additional employment; that the greater number of applicants cannot list work abilities along skilled lines.

With our NYA office help we were able to continue to build up useful mailing lists to keep us in touch with potential employers. One student covered the entire downtown area in a door to door canvass noting the store name, its trade, and employment manager's name. Another prepared a list of 100 summer resorts to which we mailed an inquiry about possible summer jobs. Another NYA student prepared a list of 100 summer camps and their directors from which list we had a satisfactory response. Our best local promotion was accomplished with the "Directory of Goods and Services," (copy attached), a yellow folder sheet printed in the style of the University Directory, which roughly corresponds to the yellow sheets of the phone book in listing student sales representatives and general job classifications for which the employment office can furnish names of student workers. Five thousand of these directory sheets were distributed to north end homes through our NYA help, to campus organizations and offices, and to local business people. The results from this distribution definitely point to the value of incorporating similar pages in the regular school directory next fall. This plan has had the preliminary approval of the President and it has been suggested to the University Editor for her consideration.

The office continues to be concerned about student working conditions and through the offices of the Dean of Men and Student Auditor directed the

attention of fraternities and sororities to the provisions of the Ohio Minimum Wage Law. The office also kept in touch with the activities of the Student Labor Board.

We have continued our attempts to inject a training aspect into our program wherever possible. To that end we have been responsible for the Camp Leaders' Institute (program attached), issued statements of instructions about the way to apply for a job, instructions for program salesmen at football games, cooperated with Assistant Dean Stecker in his promotion of the Job Hunters' School, and sought to do an effective job of counselling with students about job problems.

As to the promotion of new student jobs mention may be made of the positions of summer court secretary, student information clerks, Ohio Staters travel bureau clerks, the promoter for the calendar "Ohio State in Portrait," special attention to the providing of entertainers for various conferences and meetings, and a serious effort to establish a campus station for the issuance of 1938 auto licenses which was an unsuccessful attempt but still a possibility for another year.

Student Loans

We have worked with Mr. Park in the handling of 134 student loan applications for varying amounts up to \$100 totaling \$10,784, covering the period from September 1 through the month of May, 1938. An analysis of loan applications indicates that September, January and March cover the greatest number of loan requests. Two-thirds of the applicants are seniors, the other third almost equally divided between juniors and graduate students except for a very few special cases where underclassmen are granted loans. Almost 80% of all applicants during this period were 24 years old or over. The analysis further shows that two-thirds of the applicants carry life insurance, that half of them have a present indebtedness at the time they apply for a loan and that a number of applications come from students in the professional schools, the graduate school and the college of engineering.

Since this office is charged with some responsibility for delinquent loan payments, we have suggested to the Business Office that a special delinquent payment bill be printed for over-due amounts, and that a copy of this delinquent due bill be furnished us so that we can proceed to correspond with the student who is in arrears with loan payments.

Extra-Curricular Duties of the Director

For record purposes a statement is added here to indicate the other-than-office duties of the Director during the past year: Judge of the summer traffic court; Treasurer-elect, University YMCA Advisory Board; Columbus YMCA Program Committee; Chairman of the Columbus YMCA Community Youth Program Committee; Ohio Council of Youth Serving Agencies; Bucket and Dipper, Honorary member, May, 1937; Romophos, Honorary member, May, 1938; Alumnus Adviser, Kappa Sigma Fraternity; Ohio Staters Inc.; Advisory Board, IMA; Toastmasters.

Conclusion

Attached is a copy of a memorandum to one of the sub-committees considering the future development of the University. It has to do in particular with the place of the Student Employment Office in relation to the campus

at large, citing the need for further integration of personnel work in the area of provisions for student financial aid. In addition to this type of correlation, we are hoping to approach the goal of an adequate exchange of information with college offices so that our information on working students, NYA jobs, and loan applicants, will be fully available to them. Furthermore, although we receive calls from local campus departments and dining halls for referrals of possible student employees, there is room for a closer cooperation in this area to the end that we will be given additional opportunities to aid able and deserving students by referring them for consideration for these jobs.

As an operating unit the office has had the interest and excellent work of Mrs. Prince, Miss Russell and the half time services of Miss Goddard, plus our NYA assistants who have been of invaluable aid to us. As a unit of the office of the Dean of Men the office has enjoyed the counsel of Mr. Park and the affiliation with the other Assistant Deans in their respective areas.

Fraternity Auditor

DELBERT KINSEL

The school year 1937-38 has been one of expansion and activity. In September the Office of Student Organizations and Sorority Auditing was combined with the Fraternity Auditing Department under the name of the Student Auditing Division of the Dean of Men's Office and was moved to Room 19, Derby Hall. This combination has provided greater efficiency in the auditing and supervising of the finances of all the student organizations on the campus. During the year five full time persons were employed. NYA provided nine students to assist on a part time basis.

During the school year the office audited and supervised the handling of approximately \$800,000.00. This money was received and disbursed by 264 fraternities, sororities, and student organizations.

Due to the constantly changing personnel and the many financial problems associated with these times, the fraternities have called upon the services of the office more this year than ever before. At the close of school forty-six of the fifty-nine existing house fraternities had either maintained or reached an "A" credit rating. Fraternities this year have had some problems in the collection of accounts receivable. This may or may not be due to the change in policy on the part of the university with regard to withholding of credits. In any case the fraternities have been stimulated to do something about this problem themselves.

The Fraternity Managers Association has had a very successful year. Its sixty-seven fraternity and sorority members have purchased cooperatively approximately \$200,000.00 worth of services, food, and household supplies at an average saving of 17.4%. This organization has proved invaluable during the past year, teaching its members efficiency and keeping them operating on a cash basis. Had it not been for the association and the close supervision on the parts of the auditor and his assistants, many fraternities would probably have closed the school year considerably in debt. The services of the association and the Fraternity Auditing Department are closely related in helping fraternities maintain a good financial condition. The auditor now

has a part time assistant manager and a part time bookkeeper to help in handling the affairs of the organization.

The Student Auditing Department has continued to operate this year on an almost self-supporting basis. The assistance from NYA has been invaluable in enabling us to carry on the work of this office. The fiscal year for the department will end September 30, 1938, at which time a complete financial report will be given. The Auditor of Student Organizations and Sororities will also make a report on her division of the work.

THE DEAN OF WOMEN

ESTHER ALLEN GAW

Introduction

During the years of my service at The Ohio State University I have written six reports to the President which have been printed and several others which did not appear in print. I have looked these over in preparing my report for this past year and have decided to report on one very specific group for which my staff acts as advisers, rather than to enumerate general tendencies. This is a logical and practical thing to do at this time since my report of last year described general educational objectives and attitudes. This year I will illustrate actual procedures in carrying out these objectives with one part of the women students, namely, the social sororities.

During the past eight years, beginning with 1929-1930, the total enrollment of women and the proportional enrollment of active members have been as follows:

<i>Year</i>	<i>Total Women</i>	<i>Total Active Sorority Members</i>	<i>Per Cent</i>
1929-1930	3118	736	23.6
1930-1931	3085	721	23.3
1931-1932	3109	610	19.6
1932-1933	3014	587	19.5
1933-1934	2928	490	16.7
1934-1935	2870	547	19.1
1935-1936	3155	573	18.2
1936-1937	3434	637	18.6

It must be remembered that the pledge members which would be from 150 to 200 more each year are not included in the data above. If the pledges were added they would make the percentages vary from 30 to 24 for the same eight years. Although those student active members of social sororities represent only one-fourth or one-fifth of all the women, yet they are relatively easy to study because they are made up of stable and continual membership. Moreover, because of their financial obligations, the University has grown into the habit of demanding specific and accurate information about them. Since this information is gathered in the same way year after year, certain tendencies can be studied.

I know, for instance, after collecting the figures above that the years after 1930-1931 were difficult for the sororities. In 1933-1934, a year before the total number of women had fallen to its lowest, the sororities were at their lowest in active membership. And although the women students had risen to the highest in this period, in the year 1936-1937 the percentage of sorority members was significantly below that of 1929-1930. This is mostly due, also, to the departure of several sororities from the campus. Table I, later in the report, shows that in 1929-1930 there were 28 social sororities and that there were only 21 in 1933-1934 with the restoration of two making the number 23 in 1935-1936.

In this connection I wish to emphasize the education which comes to stu-

dent officers in furnishing information to the University Administration. Such lists, records and reports are often of more information to the students making them than they are to any of us. Then, after we study them and report again to the students as to general tendencies with which they do or do not conform, all of this information becomes of concrete, specific value when counseling with these students.

General Studies and Reports of Social Sororities

At irregular intervals, usually once a year, since 1929, the Panhellenic Association has issued a printed report concerning various aspects of sorority affairs. The list of these reports is as follows:

1. Costs of the sororities.....	1929
2. Can I afford a sorority?.....	1930
3. Four reports of nineteen thirty-one.....	1931
3.1 Panhellenic surveys at O. S. U.	
3.2 Six-year group-point-hour-ratios	
3.3 Pledge group-point-hour-ratios for one year	
3.4 Activity points according to the WSGA scale	
4. Constitution and chapter rotations.....	1932
5. Studies of sorority rushing and the constitution....	1934
6. A study of sorority rushing at O. S. U. by Grace Parker Weiss, Assistant to the Dean of Women...	1934
7. The constitution, the by-laws and appendices.....	1936
8. A study of sorority finances at O. S. U. by Catherine Elizabeth Dolby, Auditor of Sororities.....	1937

The material in some of these is self-evident and does not need further explanation. I should like to include here, however, reference to some results of one or two of these self-studies.

The report of 1931 described as one of its "Four reports" a series of group discussions which resulted in suggestions as to the objectives of sororities and the methods of such self-studies. The report of that year issued for the first time cumulative reports on active group-point-hour-ratios for six years and pledge group-point-hour-ratios for one year, as well as a report on the participation of sorority members in the 286 extra-curricular organizations of the University.

The fifth report of 1934 gave valuable pooled information about the practices of the sororities in pledging and initiation. It was found, for instance, that two sororities had definitely higher standards than required for the initiation of freshmen, and that nine sororities had higher requirements for seniors. It was also reported in the 1934 study that thirteen sororities have penalties for active members whose point-hour-ratio falls below that required by the University. These are as follows:

Kinds of penalties—

No vote	7
No social privileges.....	1
Fine	1
No dates week nights.....	1
Required study	1
Penalty not specified.....	2

The procedures about affiliation of transfers reported in 1934 are interesting and also somewhat confusing to an outsider who is inclined to believe that initiation into a national sorority means automatic acceptance on all other campuses. On the contrary, eighteen sororities or 6/7ths of those on

the campus in that year reported that actives from other campuses are never received automatically but must comply to the following procedures in various sororities:

On recommendation from former chapter and majority vote of Ohio State Chapter.....	10
By initiation into Ohio State Chapter.....	1
On chapter approval after a quarter.....	2
By letter from transfer and president of chapter to national president (one case—demit from national office).....	3
By recommendation from Province Secretary.....	1
Never affiliates	1
Total.....	18

In the fifth report of 1934 there is also included a report on the cost of the formal rushing period. These costs are kept each year and have been analyzed by Miss Zorbaugh since the fall of 1931. One of the most interesting figures which has resulted is that the cost of a student who accepts a bid of a sorority ranges from \$6.10 in the largest group to \$9.70 for the smallest group. This study still continues, is reported each year to the Panhellenic and is helping to educate the members of the sororities in understanding one phase of their financial operations.

In November 1934 the sixth report was issued. This was a summary of the following information on file in our office which was gathered together and studied by Mrs. Grace Parker Weiss, and which she has continued to study ever since. The records studied were as follows:

- (a) names of all students invited to the first rushing party in the fall;
- (a) names of all rushees who were bid by the different sororities;
- (c) names of all rushees who signed preference cards;
- (d) lists of all accepted bids for each sorority which were checked later for pledging;
- (e) names of pledges declared by the Registrar to be eligible for initiation;
- (f) names of students initiated by each sorority;
- (g) lists of members and pledges for each quarter;
- (h) names of students who withdrew or were depledged.

Mrs. Weiss also studied the reasons for and against bidding after discussions with 232 active members of the various sororities. As a result she found twenty-five reasons for bidding given by the students themselves, of which the first ten, arranged in descending order from the most frequently mentioned to the least frequent are:

1. A good, wholesome family background.
2. A good moral reputation; reliable.
3. Attractive, neat appearance.
4. Attractive personality; charm; not a bore.
5. Well-bred; has poise.
6. Socially competent; an asset to the group; friendly.
7. Interested in school work.
8. Sincere; tolerant; has tact.
9. Good financial status; able to afford sorority.
10. Good grades in high school; has not habitually failed courses.

In the report of 1936 accompanying the official list of sororities and the Constitution and By-laws, there was issued for the first time regulations of the Faculty and the requirements of the Dean of Women as affecting the sororities. This put a summarized and easily accessible statement in the hands

of the student officers which enables them to meet their obligations to the administrative offices punctually and in order.

The report of 1937 written by the Student Auditor, Miss Catherine E. Dolby, was extremely interesting. It came after two complete years of auditing all sorority accounts, and therefore includes comparisons of averages, deviations, etc., which are extremely valuable in counselling these groups. One of the interesting items which appeared in this report is that during the year 1936-1937 the average food cost per day per person was 44 cents. The range per day per person was from 40 cents to 57.8 cents. This figure compares very favorably with the larger dormitory figures for food costs. It is to be remembered that the sororities are true co-operatives and in this respect, at any rate, effective co-operatives.

Reports such as these make our counselling with the sorority groups far more useful than just vague advice to be "economical," "socially minded," or any other generalized phrase. We use these reports, and others mimeographed which have never been put into printed form, in advising the local undergraduate officers and alumnae, and in counselling with national visiting officers.

Scholastic Rating of Sororities

There is much talk about the so-called "rating" of sororities, particularly by people who look upon them as a means of social climbing. When we are asked "What is the rating of a sorority?" our reply is that there is no one answer to that question. We have, however, figures for fourteen consecutive years concerning the group-point-hour-ratios of the chapters which are beginning to assure us as to the possibility of giving a definite answer in such a measureable specific as group scholarship. One report of such group-point-hour-ratios of actives was published in "Four reports of 1931." I will not make any résumé of those figures but will give some conclusions based on a study of 196 groups during eight years (beginning with 1929-1930 and including 1936-1937). During these eight years we have assembled the hours and points of 4901 active sorority members in 196 groups. In 1929-1930 there were 28 groups; by 1936-1937 there were 23 groups. The total of 196 groups is therefore obtained by the returns of these 28 to 23 groups during the eight years. The numbers in the groups varied from 10 to 70 with an average of 25 in a group.

Group-Ratios for Eight Years

A word of explanation about group-point-hour-ratios seems necessary. They are obtained by exactly the same method as an individual point-hour-ratio; that is, the total number of points obtained according to the grades A, B, C, D and E, is divided by the total number of hours. The group-point-hour-ratio is obtained for each year for every active member of the chapter. The total of all the individual points and hours, usually for the three quarters, but sometimes for only two quarters or one quarter depending upon the attendance and status of particular actives, are added together and the group-point-hour-ratio then calculated. In calculating the grand totals for each year and for successive years these original points and hours were always summed up. In the remainder of this article I will call these proportional figures "group ratios."

In addition to these averages I have also calculated the standard devia-

tion which might be expected for these group ratios. This figure is 0.192 and is calculated by the following formula:

$$\sigma = \sqrt{\frac{N(\sum X^2) - (\sum X)^2}{N}}$$

when N equals 196, the number of groups, and X equals each group ratio. I give below the yearly and cumulative group-point-hour-ratios in Table I.

TABLE I
YEARLY GROUP-RATIOS AND CUMULATIVE GROUP-RATIOS

<i>Yearly</i>	1929-30	1930-31	1931-32	1932-33	1933-34	1934-35	1935-36	1936-37
Number sororities..	28	28	28	24	21	22	22	23
Number actives....	736	721	610	587	490	547	573	637
Group-ratio	2.5096	2.5000	2.552	2.632	2.611	2.625	2.644	2.574
<i>Cumulative</i>								
Number sororities..	..	56	84	108	129	151	173	196
Number actives....	..	1457	2067	2654	3144	3691	4264	4901
Group-ratio .....	..	2.505	2.506	2.532	2.544	2.563	2.573	2.573

The standard deviation of the cumulative date of 1936-1937 is 0.192.

It will be noted in Table I that the group-ratio gradually increased year by year from 1929-1930 when it was 2.510 for 736 actives in 28 groups until 1935-1936 when it became 2.644 for 573 actives in 22 groups. The cumulative group-ratio adding the results of each successive year until eight full years were completed has also slowly increased from 1929-1930 even with the addition of the greater numbers until in 1935-1936 it became 2.573 for 4264 actives in 173 groups. This seems to be a stable figure judged by the fact that the addition of the groups in 1936-1937 making a total of 196 with 4901 actives did not raise the group-ratio.

The standard deviation of all the group-ratios for the eight years assures us that these changes in themselves are not statistically significant, because any group-point-hour-ratio based on these figures could be as low as the Mean 2.573 minus 0.192, which would be 2.381, and still remain within the middle two-thirds of such group-ratios. The group-ratio could also advance as high as the Mean 2.573 plus 0.192, which 2.765 and still remain within the middle two-thirds of such group-ratios. There may, however, be some meaning in the direction of the movement of the group ratios. The movement is decidedly upward with the exception of the year 1930-1931 when the addition of twenty-eight groups brought the group-ratio from 2.510 down to 2.505, a very slight and insignificant difference in such ratios. Perhaps the emphasis both local, through the scholarship banquet, and national, through emphasis on small carefully chosen chapters, and also the education which my office has continually exerted through these years as to the meaning of a group-ratio has actually accomplished this gradual, although not as yet statistically significant change. Our office has given such education to each chapter by asking them to get together the records for the pledge group-ratios which are also calculated each year. This has been a distinctly educational process. The active members of each chapter have seen specifically illustrated the devastating effect of low individual ratios on their group-ratio. This, taken in connection with the attempt of the national chapters to bring about smaller chapters, with a very careful scrutiny of scholastic abilities and achievements of prospective members may account for the gradual upward movement during eight years.

TABLE II

THE OCCURRENCE OF SIGNIFICANTLY HIGH AND SIGNIFICANTLY LOW
GROUP-POINT-HOUR-RATIOS

UPPER ONE-SIXTH

Sorority	Date	Group ratio	Critical ratio
Alpha	1932-1933	2.882	(2.824)
	1935-1936	2.839	(2.836)
Beta	1929-1930	2.740	(2.702)
	1931-1932	2.841	(2.744)
Gamma	1930-1931	2.757	(2.692)
	1931-1932	3.139	(2.744)
Delta	1929-1930	2.775	(2.702)
Epsilon	1935-1936	3.047	(2.836)
Zeta	1933-1934	2.837	(2.803)
Eta	1933-1934	2.822	(2.803)
*Theta	1935-1936	2.907	(2.836)
Iota	1930-1931	2.738	(2.692)

MIDDLE TWO-THIRDS

Kappa
Lambda
Mu
Nu
Xi

LOWER ONE-SIXTH

Omicron	1934-1935	2.429	(2.433)
Pi	1934-1935	2.401	(2.433)
	1929-1930	2.083	(2.318)
Rho	1932-1933	2.365	(2.440)
Sigma	1934-1935	2.361	(2.433)
Tau	1936-1937	2.311	(2.382)
Upsilon	1930-1931	2.234	(2.308)
Phi	1934-1935	2.072	(2.433)
Chi	1929-1930	1.906	(2.318)
Psi	1932-1933	2.288	(2.440)
	1935-1936	2.365	(2.452)
Omega	1931-1932	2.091	(2.360)
	1933-1934	2.308	(2.419)
Alpha Beta	1930-1931	2.208	(2.308)
	1933-1934	2.000	(2.419)
*Theta	1932-1933	2.399	(2.440)
	1933-1934	2.091	(2.419)
	1934-1935	2.388	(2.433)
Gamma Delta	1929-1930	2.317	(2.318)
	1935-1936	2.442	(2.452)
	1936-1937	2.110	(2.382)
Epsilon Zeta	1929-1930	2.153	(2.318)
	1932-1933	2.410	(2.440)
	1933-1934	2.260	(2.419)
	1934-1935	2.208	(2.433)
	1936-1937	2.191	(2.382)
Eta Theta	1929-1930	2.182	(2.318)
	1931-1932	2.191	(2.360)
	1933-1934	2.381	(2.419)
	1934-1935	2.175	(2.433)
	1935-1936	2.270	(2.452)
	1936-1937	2.373	(2.382)

* Occurs in two positions.

Higher and Lower Records for Eight Years

In Table II we have the records of individual sororities of the past eight years arranged in such form that there are shown significantly high and low group-ratios judged by their deviations from the grand average of 2.573. The sororities have been given Greek cue names which are not at all related to their actual names. In Table II the figures read as follows: Alpha in 1932-1933 obtained a group-ratio of 2.882. This is a high record as shown by comparison with the figure 2.824 which is obtained for that year by adding the sigma 0.192 to the Mean group-ratio 2.632. I use the sigma of the grand total for eight years because it is statistically the best and most reliable measure of deviation we have. I use the mean group-ratio of the year 1932-1933 in interpreting the group-ratio of Alpha because it is best to consider the points and grades as given in that year. I might have used the mean of the cumulative group-ratios. A glance at Table I will show that this would have made Alpha seem higher relatively than when compared to the yearly group-ratio. In either interpretation Alpha is definitely placed in the upper one-sixth of all the group-ratios. The second record of Alpha is interpreted in the same way. The figures in parenthesis again show the upper limit of the middle two-thirds of the group-ratios when 0.192 (the standard deviation) is added to the average 2.644 for that year. The comparison of the two ratios for the separate years of Alpha shows that the record in 1932-1933 was an exceedingly high one while that in 1935 was just barely above the limit of the middle two-thirds.

A glance over the nine groups which are reported twelve times as having group-ratios among the upper one-sixth shows that three groups achieved such ratios twice each in the eight years. We may consider those three as definitely superior in scholarship as measured by academic grades. Six other groups obtained such ratios once during the period. One of these, Theta, obtained a high group-ratio in 1935-1936 but its record as a whole is not to be considered superior or better than average because it also obtained group-ratios in the lowest one-sixth in three other years. During the other seven years of this period these groups had ratios in the middle two-thirds of all such ratios. Five groups remained in the middle two-thirds during the whole period. If I were discussing such a position with the officers and members of such a group, I would take into consideration whether it had been in the upper one-half or in the lower one-half all or most of that time. Here I have not time to take up those distinctions.

The limit by which a group is defined as being in the lower one-sixth of the distribution is obtained by subtracting the standard deviation from the mean group-ratio of the year concerned. Taking Theta as an example, in 1932-1933 its group-ratio was 2.399. This figure is definitely in the lower one-sixth because the mean group-ratio of that year was 2.632. When 0.192 is subtracted from 2.632 the remainder is 2.440, a figure higher than 2.399. Sorority Theta was also even lower relatively in 1933-1934 and 1934-1935 compared to the means of those particular years. Including Theta there are fifteen sororities which appeared thirty-two times in the lower one-sixth of the group-ratios. Seven sororities took such places more than once as will be seen by study of Table II.

Social Sorority Standard Creditable

So far I have been trying to point to any differences which distinguish one sorority from another. In spite of the differences which have been shown to exist, the fact that no sorority is able to remain in the upper one-sixth all of the time and that also no sorority is able to remain in the lower one-sixth all of the time is significant. This is not surprising since the members of these groups are not elected primarily for their high scholarship, and the individual point-hour-ratios of the members will vary from 3.5 to 1.7. The list of ten reasons given by sorority members for bidding new members shows "good grades in high school" as the tenth reason for pledging—not the first reason. (See page 3 of manuscript.) Therefore, we cannot expect any one group to fall often either into the upper one-sixth or into the lower one-sixth.

On the other hand a scrutiny of the group-ratios apart from their relative positions will show that among the very lowest group-ratios there is only one (Chi 1929-1930—1.906) which is less than 2.0 and only five additional which are less than 2.1. They are as follows:

1929-1930	2.083	(Pi)
1931-1932	2.091	(Omega)
1933-1934	2.000	(Alpha Beta)
	2.091	(Kappa)
1934-1935	2.072	(Phi)

It will be noticed that five different groups obtained the above group-ratios. In other words the sorority groups are obtaining the average grade, 2.0, expected by the University, and even better on the whole. It is a very complicated set of personal and educational factors rather than deliberate attempt to achieve high grades which decides whether one group shall occasionally fall high or low. Usually for any one group the record will be in the middle two-thirds. The exceptions to this will be those groups at the lower extremes who repeatedly fall into that level and who should be considered as inferior to the standard set by all the sororities. Those groups, however, which took such a position only once during the period were in the middle two-thirds the rest of the time and are not at all to be despaired of in respect to their scholarship as a group.

In conclusion I wish to emphasize that this study reveals a creditable scholarship standard among the social sororities. This study helps me and my staff to know and realize actual conditions and to meet such conditions in our advising. It also helps each group to know what is actually happening and then to place their action accordingly. In all of these studies which we are continually making with the purpose of mutual understanding and education, we are trying to "think like women of action, and act like women of thought."

UNIVERSITY LIBRARY

EARL N. MANCHESTER, *Librarian*

I present herewith a brief statement of the condition and activities of the University Libraries for the year 1937-38.

With a legislative appropriation of \$84,000.00 for library books and periodicals for the biennium 1937-38 it has been possible to approximate our acquisitions on much the same scale as in 1933-34 when \$85,000.00 was available for a similar period.

The number of accessioned books in the libraries now totals 497,765 at this writing, and there are several collections of material on hand awaiting processing which will bring our totals above the half million mark by July 15th.

Our purchases are almost entirely utilitarian, having a direct and, in most cases, an imperative bearing on the work of the several departments, involving always a choice between a considerable number of titles urgently needed.

SERVICE TO READERS

Circulation and Reference Divisions

There is a close and vital connection between effective service to our public and the physical conditions under which such work has to be done. The libraries this year, both General and Departmental, have felt the increased pressure of the large entering classes of 1935-36 and 1936-37. The use of the libraries increases materially as the student progresses in his collegiate work. Expansion possibilities for books and readers have long since been exhausted in the General Library. There remain only such makeshift expedients as can be found quarter by quarter to make opportunities of reading and study as satisfactory as conditions permit.

At the beginning of the Autumn Quarter, as a result of pressure from several departments, all reserve books, except those for graduate courses served from the third floor of the General Library, were sent down to the Reserve Book Room on the first floor, and access to the third floor was restricted to Faculty, graduate students, and those holding special permit cards. This change in procedure has been of great benefit to the Graduate students, but has resulted in still further overcrowding our reading room facilities on the first two floors. There seemed to be no other way out of the dilemma, however, and the practice will be continued next year.

Problems of prompt service are greatly complicated by the overcrowding of our stack room. The basement floor, intended primarily for storage of less used materials and collections in process of checking with our holdings, has been pressed into service to provide for the growth of active current material, with the result that its distance from the delivery desk makes prompt service an impossibility. Our lighting facilities are antiquated and there are none of the mechanical aids now found in any modern library to facilitate service and consultation of books. The construction and planning of the build-

ing is such that such aids could not now be installed even if the cost features were not a factor. The only answer seems to be the removal of much of our collections to storerooms outside the library, a solution which involves still more difficulty and delay in service. We are indebted to the patience of our public when told that immediate delivery of certain material must be postponed for periods varying from an hour to "some time next day."

Demands for the use of the library at night and on Sunday have exceeded all previous experience and it has been necessary to supplement the staff working at these periods and at certain hours during the day by additional workers. Expenditures for student labor have reached a new high level this year as a result of increased work. We are fortunate in the high quality of service rendered by our student staff and their willingness to give us extra service at times of emergency. With full realization of this factor, it should not be forgotten that we are forced to place too great dependence upon the naturally limited type of service which students can render. Additions to the full-time trained staff are sorely needed.

The attendance at the library for Sunday afternoons during the Autumn, Winter, and Spring Quarters was significant. The library was open 30 afternoons. The total attendance for the three quarters was 44,184. The attendance for the Autumn Quarter was 17,116, for the Winter Quarter, 16,493, for the Spring Quarter, 10,575. There was an average attendance of 1,472 per Sunday.

The Departmental Libraries

The work of the departmental libraries has proceeded steadily this year without any unusual interruptions. The establishment of the new library of Social Administration has been referred to in this report in another connection. This brings the number of organized departmental libraries to thirteen, and the problems of adjustment of use of materials between the General Library and the Departments and between the department libraries themselves are often most perplexing from an administrative standpoint. Statistics of the year will show a corresponding increase in use to that made of the General Library and raise grave questions of University policy in the limitation or expansion of departmental library facilities as they exist at present. Like the General Library the departmental libraries, with three exceptions, occupy space originally intended for other purposes. Provision for necessary expansion over a considerable period of years was not thought of and as a result, all departmental libraries are now requiring expansion of present quarters. The only relief at present is to return material to the General Library as new acquisitions are received. This is an eminently desirable policy in so far as the Departmental collections are concerned, but it requires a stack capacity in the General Library which has never been provided. The Libraries of Commerce, Education, and Medicine are far below any reasonable provision for taking care of the students who use them constantly, both in space for readers and in book stock.

It was necessary this past year to limit the use of certain libraries to students who were actually using the materials shelved there, thus depriving other students of an opportunity to study near the building where their next lecture or recitation period was scheduled. This floating population of students who use the libraries merely as a place of residence between class assignments is recognized as presenting a problem in all institutions of our size, and

several experiments are under way looking toward some effective solution. It will require careful study here on our own campus.

Binding

It is gratifying to report that a substantial advance has been made this year in the matter of binding our arrears of periodicals. With the addition of a skilled binder to the bindery staff and the possibility of operating the sewing machine at full capacity, the number of volumes bound will be double that of last year. If we are permitted to continue at this rate, we shall be able to meet a greatly neglected feature of library service in so far as current periodical receipts are concerned. We still have to make gradual inroads on a large collection of unbound materials inherited from past years. The statistical report of volumes bound, repaired, and reconditioned will form a part of the report of Miss Wilhelmi, Supervisor of Departmental Libraries.

DEPARTMENT OF MILITARY SCIENCE AND TACTICS

O. L. BRUNZELL, *Professor and Commandant*

1. Faculty

- a. The following named Officers have been detached from the Military Department faculty since my last annual report by orders transferring them to duty elsewhere:

Colonel Grosvenor L. Townsend, Infantry
Major Howard E. Camp, Field Artillery
Major Lloyd L. Hamilton, Infantry
Captain Godfrey D. Adamson, Field Artillery
Captain Stuart L. Cowles, Field Artillery
Captain John Hinton, Field Artillery

The most important event of the year in this Department was the retirement of Colonel Townsend, who turned over his duties as Head of the Department to Colonel Otto L. Brunzell, Field Artillery. Although Colonel Townsend turned over to Colonel Brunzell on March 2, 1938, he is not officially relieved from duty until June 30, 1938, the date on which he passes to the Retired List of the United States Army. He left on March 2nd on account of desiring to avail himself of a long leave which had accrued to his credit during the past few years and has established himself in St. Petersburg, Florida, where, he has recently informed us, he has purchased a residence.

- b. The following named Officers have been assigned to duty at this station:

Colonel Otto L. Brunzell, Field Artillery
Captain Charles W. Cowles, Field Artillery
Captain John G. Howard, Field Artillery
Captain Allan E. Smith, Field Artillery
Captain John C. Strickler, Field Artillery
1st Lieut. William E. Potter, Corps of Engineers

2. Enrollment

Autumn Quarter	1936-1937 Winter Quarter	Spring Quarter
4622	4120	3592
	1937-1938	
4405	4106	3668

3. Graduates

The following members completed the Advanced Courses in Military Science

and were commissioned in the Officers' Reserve Corps in their respective branches:

	Autumn Quarter	Winter Quarter	Spring Quarter	Total
Inf.....	5	1	45	51
C.W.S.....	2	1	4	7
F.A.....	3	3	71	77
QMC.....	0	0	1	1
Sig.....	0	0	20	20
Med.....	0	0	25	25
Dent.....	0	0	17	17
Vet.....	0	0	22	22
TOTAL.....	10	5	205	220

4. Physical Facilities

The grading of the large vacant lot at Doe Alley and Lane Avenue will make this space much more valuable for the drill of the Motorized Field Artillery.

5. General Situation

The Infantry Advanced Course was discontinued with the close of this academic year, the last class being graduated on June 13, 1938.

ENTRANCE BOARD

BLAND L. STRADLEY, *University Examiner*

Comparative Figures for Five Year and Ten Year Periods

A bar chart of the number of new students admitted to the five larger colleges and the Graduate School shows an interesting picture from which more information can be gained than from the Table I, comparison of admissions this year and last year.

This bar chart shows that the Colleges of Arts, Commerce, Education, and Engineering experienced a decrease in the admission of new students five years ago (1932-33) as compared to ten years ago (1927-28) from which they have recovered and now have surpassed the admission of ten years previous. The number of new students in the College of Agriculture did not decrease as did these four larger colleges in 1932-33 and has almost doubled the admissions of 1927-28. The new students admitted to the Graduate School show an increase of about 200 students for each of the five year periods. The total new admissions naturally followed the curve shown in the four larger colleges.

New Student Admissions

FIVE-YEAR PERIODS

1927-28

1932-33

1937-38

FIVE COLLEGES — GRADUATE SCHOOL — TOTAL

College	1927-28	1932-33	1937-38
Agriculture	318	317	603
Arts	1477	1061	.....
Arts with Jour. 129, Opt. 42, and Pre-Vet. 81..	.....	.....	1497
Comm. and Admin. — with Journalism.....	804	616	.....
Comm. and Admin. — without Journalism....	.....	.....	897
Education	1078	.....	.....
Education (with Educ.-Nursing).....	.....	1028	.....
Education (with Educ.-Science Nursing)....	.....	.....	1248
Engineering	587	485	771
Graduate School.....	559	758	945
Total (five colleges and Graduate School)....	4823	4265	5961
All other students.....	290	321	182
Total new students.....	5113	4586	6143

TABLE I
COMPARATIVE ADMISSION STATISTICS FOR
1936-1937 AND 1937-1938

COLLEGES	New Students		Transfers		Totals	
	1937-38	1936-37	1937-38	1936-37	1937-38	1936-37
Agriculture	603	647	141	103	744	750
Arts and Sciences.....	1,245	1,204	190	181	1,435	1,385
School of Journalism...	129	...	315	...	444	...
School of Optometry....	42	66*	16	9*	58	75*
Arts-Pre-Veterinary ...	81	...	14	...	95	...
Grand Total Arts...	1,497	1,270	535	190	2,032	1,460
Arts-Commerce	0	0	3	4	3	4
Arts-Education	8	22	35	37	43	59
Arts-Engineering	0	0	0	3	0	3
Commerce and Adm.....	897	1,090	309	329	1,206	1,419
Commerce-Education ...	0	0	2	7	2	7
Dentistry	23	20	43	35	66	55
Education	1,248	1,333	347	302	1,595	1,635
Engineering	771	741	97	67	868	808
Graduate School	945	990	512	500	1,457	1,490
Arts-Graduate-School ..	0	0	1	0	1	0
Graduate Sch.-Dent. ...	0	0	5	3	5	3
Graduate Sch.-Law	0	0	0	1	0	1
Graduate Sch.-Med.	1	0	12	5	13	5
Law	38	63	65	83	103	146
Medicine	29	38	49	45	78	83
Pharmacy	67	58	8	24	75	82
Veterinary Medicine ...	16	133	12	15	28**	148
Grand Totals	6,143	6,405	2,176†	1,753	8,319	8,158

GRADUATE SCHOOL

Number of new students in Graduate School—

From Ohio Colleges 535

From Colleges outside Ohio 410

Total..... 945

Number of schools represented—

From Ohio 43

From schools outside Ohio 200

Total..... 243

* New students in Applied Optics.

** 14 students enrolled in Arts-Pre-Veterinary course.

† Excess number of transfers due to change in curriculum in Journalism from College of Commerce and Administration to the College of Arts and Sciences.

TABLE IV
CLASSIFICATION OF FRESHMEN BY HIGH SCHOOL GRADES

College	Number of Freshmen	UPPER THIRD		MIDDLE THIRD		LOWER THIRD	
		No.	%	No.	%	No.	%
Agriculture	431	234	54.3	138	32.0	59	13.7
Arts and Sciences..	1,123	512	45.6	423	37.7	188	16.7
Arts-Education ...	8	6	75.0	2	25.0	0	...
Commerce and Adm.	680	244	35.9	262	38.5	174	25.6
Education	552	291	52.7	199	36.0	62	11.3
Engineering	614	332	54.1	212	34.5	70	11.4
Pharmacy	56	25	44.7	21	37.5	10	17.8
Totals.....	3,464	1,644	47.5%	1,257	36.3%	563	16.2%

Advanced Students

Advanced admission was granted to 1397 students who presented credits from other institutions to apply toward degrees in this University. Approximately 200 others sent or brought in transcripts for appraisal and evaluation, but deferred entrance or for some reason did not matriculate. Comparative figures for five years are shown below:

1933-34	—	1047
1934-35	—	1181
1935-36	—	1376
1936-37	—	1457
1937-38	—	1397

This number, 1397, does not include those entering the Graduate School, Professional Colleges, and as transients.

Students were admitted from 67 Ohio institutions including universities, colleges, schools of nursing, music and fine arts. Admissions were approved from 264 institutions located in other states and foreign countries.

Selection of Medical Class

The Committee of the Entrance Board charged with the responsibility of selecting the seventy-five freshmen for the College of Medicine annually worked diligently in an effort to select the finest class available from approximately 300 candidates who met the requirements and filed applications. The College of Medicine has indicated that the improved methods of selection in the last ten years has been one of the major contributions to the decline in mortality in the College of Medicine. While previous to 1929 only 50% to 60% of the original class graduated, we now find as high as 82% of the original class graduating. Also we find that in the last five-year period our graduates have taken twenty-five of the fifty highest ten placed in the State Medical Board examinations.

The bases for selection of medical students are herewith reviewed:

1. Academic success in pre-medical training.
2. Academic success in specific subjects—anatomy, chemistry, physics, zoology.
3. Percentile in the medical aptitude test.
4. Recommendations of the professors under whom candidates have studied.
5. Specific course requirements.
6. Record in foreign language and mathematics.
7. Percentile in the intelligence test.
8. Ranking by committee on personal interview.
9. Physical condition.
10. Geographical distribution of home of candidate.
11. The age of the candidate.
12. Cultural training.

The number of Ohio candidates who met all requirements for filing applications increased 38% in 1931 and has continued to increase on a smaller scale since that date. The Entrance Board discourages the filing of applications by students who obviously do not meet the standards and also by non-resident students. Each year since 1930 approximately five hundred Ohio residents seek admission to the College of Medicine and three to four hundred file applications. We have had as many as nine hundred non-residents seek admission in one year.

We believe that success in the College of Medicine and in the State Medical

Board examinations indicates the increasing effectiveness of the selection methods. Dr. Leslie L. Bigelow, of the College of Medicine faculty and a member of the Entrance Board, has intelligently and diligently given himself to the work of selecting the medical class and the University Examiner takes this opportunity to recognize Dr. Bigelow's service to the University and his readiness to spend the great amount of time required in interviewing these candidates. We plan to continue together the development of these procedures and include any additional reliable factors which may be developed.

Men's Cooperative Clubs

The selection of members of the Tower, Buckeye, and Stadium Clubs is delegated to the University Examiner. The problem of selecting members for the cooperative clubs increases as the number, quality, and financial need of the applicants increase. The favorable publicity which is attached to these clubs causes a few to seek membership for the advantages of living with this selected group, rather than because of financial need, but these cases are the exception. A larger ratio of applicants each year meet the requirements of high scholarship, financial need, leadership, credentials, and letters of recommendation. As the competition for admission becomes more keen and as the clubs are more widely known, more candidates are coming to the Entrance Board office for personal interviews. Records are kept of these interviews for the use of the committee in the selection of nominees for membership.

In the year 1937-38, applications were filed by 464 candidates and 230 of these candidates were appointed for membership, divided as follows: 96 Autumn Quarter, 112 Winter Quarter, when the addition now known as the Stadium Club was opened, 22 Spring Quarter. Many of the 234 candidates not appointed met the requirements for admission, but could not be accommodated.

Record cards graded quarterly by the preceptors are kept for all members, also midquarter grades are secured for freshman members. These record cards are studied in the Entrance Board office after each quarterly report and members are continued, placed on trial, or dropped upon the basis of the record they are making. During the Autumn and Winter Quarters, 39 were dropped or left the Club due to graduation or resignation. Approximately 100 vacancies will occur on the basis of Spring Quarter grades, graduation, etc. Members continued in the clubs "on trial" are called in for conferences and every effort is made to assist them in adjusting their program so they may meet with the success which they and the committee had anticipated. Our effort is to do constructive work with this group of approximately 400 selected citizens of the University. The records made by these Club members indicate that the careful selection and guidance of these students is worthwhile. The grades are not available for the Spring Quarter on this group, but the Winter Quarter grades show an average point hour ratio of 3.06 for the Tower Club, 2.94 for the Buckeye Club and 2.85 for the Stadium Club.

In addition to the high academic records maintained by the Club members we find them active in all branches of University life. More than fifty members of the Tower and Buckeye Clubs belong to the scholastic honorary fraternities. Many members are on their college councils. The president of the Tower Club is the Chief Justice of the Student Court. Presidents of the junior and senior class in the College of Law are Club Members. A Club member is president of Phi Eta Sigma, another captain of Scabbard and Blade, another

is president of the junior class, and a former sophomore class president resides in the Buckeye Club. The newly selected drum major is a member of the Tower Club. A large number of these Tower, Buckeye, and Stadium Club boys will be found as leaders in the Y.M.C.A., band, forensics, dramatics, athletics, publications, student senate, and many other activities.

The conferences we have with these students disclose that many of these Club members are also spending much time in outside employment as they are partially self-dependent. The record cards next year will carry an exact report on this outside employment.

The Buckeye Club, now located in the Physical Education Building, will be moved to the stadium when the new section is completed. During 1938, therefore, the capacity of the cooperative clubs will be increased only slightly.

Alumnae Cooperative House

The University Examiner is in charge of the selection of members of the Alumnae Cooperative House in which thirty-three high grade girls with insufficient financial support reside. Although this Cooperative House for girls has not had a great amount of publicity, except through the Alumnae Councils, many fine candidates apply and come for interviews each year. This year we have had 39 candidates and it has been possible to appoint 14 for membership to fill vacancies which developed in the House.

The average point hour ratio of the membership for the Winter Quarter was 3.06. The girls are partially self-dependent and several of them have had outside employment in addition to their class room work and the co-operative work required in the Alumnae Cooperative House. We anticipate an increase in the number of applicants as the Alumnae Cooperative House becomes better known and some plan for expansion should be made.

Selection of Student Employees Under National Youth Administration

Through the continuance of the University Examiner as Director of the Selection Committee of the National Youth Administration at this University the work of this committee resides in the Entrance Board office. Each of the 2029 complete applications include a minimum of six forms, in addition to the correspondence required, and we can only estimate the amount of material handled in this office in direct relation to applications filed as something over 15,000 forms and letters. Although the routine work is done by experienced students working as N.Y.A. appointees, much time of the staff is devoted to interviews with those seeking appointment, supervision of the routine work, correspondence, and the selection and appointment of the students for employment. We wish to acknowledge the splendid cooperation of the Deans of Men and Women and the Junior Deans in reading and recommending needy cases for appointment.

Applications for employment under the National Youth Administration were filed by 2100 undergraduate and over one hundred graduate students. During the course of the year it has been possible to appoint 1542 undergraduate and 103 graduate students for this employment. The cancellations during the year for various causes numbered 606 undergraduates and 59 graduates up to May third, and a total of 121 students were cancelled and reinstated. The last month of N.Y.A. employment carried 1041 undergraduates on the approved list (758 men and 283 women) and 60 graduate students (47 men and 13 women). It was necessary to reject the applications of 395 under-

graduate students in addition to the 60 rejected because they were twenty-five years of age. Some of these rejections were due to incomplete cases and some because we could not include all the worthy applicants in our quota, but on the whole the Committee believes that the quota secured for The Ohio State University during the entire year came near to meeting the financial need of the students. It was necessary to cancel 105 students during the year as they reached their twenty-fifth birthday during their period of employment.

THE DEPARTMENT OF PHYSICAL EDUCATION

L. W. ST. JOHN, *Director*

The annual report of the Department of Physical Education can best be submitted in a narrative outline of the activities of the four principal divisions of the Department. Each of these divisions has enjoyed a successful year in making its contribution to the educational and recreational life of the University, some of the details of which success can be related in the succeeding pages. In general the year has been marked by no startling innovation or development in any of the aspects of the program, but on the contrary there has been noted a steady and consistent growth in directions which make for ever-increasing worth to the large number of students who, at some time or other, participate in some of the activities of the Department as a whole. It can be fairly said that the general organization and work of the Department, unified as it is as a single administrative entity, still allows for maximum accomplishment of fundamental purposes with a minimum of inter-divisional friction and cross-purpose. Within the past year one or two other colleges and universities nearby have seen fit to alter the general administrative plan of physical education by separating, in one instance, intercollegiate athletics from the general physical education program and in another instance by separating the men's and women's work; but at this University experience is proving completely the wisdom of our present arrangement. There is no question that this Department over a period of years has functioned exceptionally well in comparison with those of other institutions as a result of the wisdom of the President and the Board of Trustees in the past in establishing a single Department whose responsibilities embrace the educational and recreational activities of both sexes and which activities include rather than exclude the ever-popular phases of intercollegiate sport.

More specifically, the noteworthy developments of the past year may be reported by divisions as follows:

Part I. The Women's Division

GLADYS E. PALMER, *Chairman*

The Women's Division reports on its four branches of work: (1) the training of teachers of physical and health education; (2) the teaching of service courses for freshman and sophomore women; (3) the organization of an extra-curricular recreation program for all University students; and (4) the teaching of hygiene and the medical examination of women students.

Teacher Training

It is our purpose in this division of service to provide sound teacher education in this special field and in so doing to scrutinize constantly our curriculum in the light of needs in the field. In relation to students it is our purpose to contribute wisely to their personal and professional growth. Our

faculty advisory plan continues to play a large part in the development of successful graduates. Mrs. Oberteuffer reports ninety-one undergraduate enrollments in the professional curriculum in the College of Education. She calls attention to the confidence and intelligence with which the seniors attack their practice teaching problems as a result of their earlier experience with children and the problems met while engaged in community recreation work. This year every sophomore taught either a children's class at Pomerene Hall or a class in a community recreation center. We have placed twenty-seven of our professional students in camp positions for the summer of 1938. Dr. Anderson of the Appointments Bureau and Junior Dean Love have shown marked interest in our plan of "student teaching experience" and have requested quarterly reports of such teaching.

Opportunity for our students to do student teaching in health education as well as in physical education are increasing in Columbus, and it is hoped that soon they may all have both experiences.

Two surveys have been made this year in a continued effort to meet the needs in the field. One brings from our graduates an analysis of their teaching situations and the other brings from the school administrators their problems of facilities, schedules, and teaching personnel. Through such close contact with both the graduates and their employers we are able to improve constantly the service of our graduates to the communities of the state.

Service Courses

The teaching in the service courses aims to contribute to the students' education by assisting them with their individual and social problems as they are related to health and recreation. Miss Stein reports that the students are now offered opportunities for instruction in twenty-three activities, badminton, table tennis, and social dancing being new activities added to the wide variety of last year. Individual needs and interests have therefore been better accommodated than ever before. The opening of the University Golf Course has added another unusually attractive recreational opportunity for the women students and we are delighted with its splendid facilities. Seven hundred twelve women were enrolled in golf classes during the year, the largest number being enrolled in the Spring Quarter due in great part to the new facilities. In an attempt to reduce the number of students we have been unable to accommodate because of limited indoor facilities, we have established service classes on Saturday mornings and as they have proved successful we shall continue them in the coming year. We are now using our facilities to capacity.

Women students enrolled in the service courses totalled 1700 in the Autumn Quarter, 1629 in the Winter, and 1535 in the Spring.

Recreation

The purposes of this Division are:

1. To afford opportunity for social education.
2. To afford opportunity for recreation through organized competition.
3. To afford opportunity for improvement of skill.
4. To afford opportunity for student leadership.

These purposes have been accomplished through three types of recreation:

1. Organized tournaments in all activities.
2. Organized activity clubs.
3. Special events.

Perhaps outstanding in the year just closed has been the success of the Women's Recreation Association, of which all activity clubs and college councils are a part. Miss Sumption reports 4,339 participants in the recreational events planned jointly by the Department and this association. Many of these events have made possible the meeting of students from other colleges and universities, and some have included both men and women among the participants. All have been designed to afford increased opportunities in the social and recreational life of Ohio State students.

Part II. The Men's Division

DELBERT OBERTEUFFER, *Chairman*

The work of the Men's Division has evolved to the point where it now coordinates such instructional services as the generally required service classes in physical education for men, the generally required instruction in personal health problems for men, the program of individual physical education for handicapped men students, the activities of the medical examiner, and supervision of the undergraduate and graduate professional training courses in physical and health education. This plan of coordination has been in effect since 1934, and in the four years of its operation the Division has been able to coordinate the activities of the rather large teaching staff to the point now where it is felt that adequate instructional and recreational service is being rendered to the students.

Service Instruction

Perhaps most noteworthy among the developments during the past year has been the opportunity of which the Men's Division has availed itself to facilitate the teaching of its activities as a result of the definite and much-needed relief given to its budgetary needs. For the first time in several years the Division itself had funds for the purchase of instructional materials, principally athletic supplies. These funds have been expended in such a way as to increase somewhat the range of elective sports offered to the students and has provided the many class sections in freshman physical education with equipment necessary to successful instruction. This increase in budgetary allowance for equipment has been paralleled by increase in staff members to the extent that two instructors were added during the year, both of whom find their duties within the area of general freshman physical education work. It has been possible through these additions to offer during the past year a total of twenty-five different activities to freshman men, ranging from the many classes in swimming and life saving which attracted a total of 1017 student enrollments during the three quarters of the academic year, to introductory sections in the game of squash, which attracted but 14 enrollments. Between these two extremes will be found tennis with 704 enrollments, basketball with 652, the freshman athletic squads with 648, and other activities ranging downward in total enrollment. The largest number of students served during any one quarter was enrolled in the Autumn Quarter, during which 2466 students were under instruction, scattered over a total of 96 sections.

Within this program of instruction to the freshman men of the University the Division was able to enhance its amount of instruction in the game of golf due to the added facilities provided by the Athletic Board at the University

Country Club, to add instruction in the game of badminton, to continue its relationship with the Franklin County Chapter of the American Red Cross which provides instruction for two sections each quarter in Red Cross life saving, to cooperate with the Women's Division in teaching coeducational sections in golf, and to embark for the first time on a program of service-class instruction for the Summer Session students in 1938.

The staff of the Division during this year embarked upon two major projects, neither of which found its culmination during the year, but both of which are providing opportunities for study and research which promise to occupy a considerable portion of the time of at least half of the staff members for a period of several years. The first of these required a complete review of the purposes and objectives of the Division, and the tentative report of that staff committee to date indicates that it is the opinion of the staff that the contribution of the Division to the students of the University is four-fold: (a) to contribute to the organic and physiological development of men students within the service classes; (b) to contribute to their education in the worthy use of leisure time; (c) to facilitate their socialization as individuals in a community; and (d) to offer to those undergraduate and graduate students of the University who wish to take up physical and health education as a profession a sound and scientific professional training experience. These objectives, although general at present, are being treated through the deliberations of this committee in particular and by the staff as a whole in such a way as to bring about a closer relationship between the actual instruction given by the Division and the attainment of these objectives. From it may come certain desirable end products such as a more perfect system of evaluating the accomplishments of students in terms of the stated objectives, and thus the entire problem of grading in physical education, always and everywhere difficult, is being studied carefully for the purpose of its solution.

The second of these projects is of a research nature, and a small committee has laid plans during the year for the prosecution of four different investigations aiming to indicate more exactly the relationship between instruction in physical education and physical fitness. This latter relationship has been somewhat illusory in the past, but through the application of certain strength testing instruments to selected groups of students, it is hoped to contribute something to the knowledge of physical education as a biological science.

The year marked also the completion of the second year of a new and more modern approach to the solution of personal health problems of men students within the classroom. Instruction in hygiene has for a good number of years been allocated to this Division. This instruction is carried on in sections approximating twenty-five to thirty men and utilizes some of the teaching time of a total of eight staff members. Previously such instruction was given mainly through the lecture method with a supplementary use of a textbook. Two years ago the staff agreed to the abandonment of the lecture method in favor of the classroom discussion centering around actual student problems, which problems would be brought to the classroom by the students themselves. The textbook is still used, but it is supplemented by a syllabus prepared by the Division and built up from actual problems demonstrated by previous enrollees in these hygiene classes. It is felt that this method is entirely successful, and a large number, approximating thousands of student problems concerning their personal health are subject to whatever solution the class-

room is able to provide. It is the confident belief that hygiene for men is thus more popular than it has been and more useful to students who come to the University with a large number of unsolved queries and who are willing to make their queries known to the instructors. It is not intended in any sense, however, that such classroom opportunities answer all of such problems. It is realized that through the activities of the University Health Service and other counselors on the University faculty many other serious personal problems are dealt with. So important has this work become and so large does it loom in the general program of personnel work in the University that a committee of the University Personnel Council recommended during the past year that the University administration provide an increase in time for hygiene instruction. The Department in general, however, did not feel that it was appropriate at this time to request the administration to make such an increase because of the obvious necessity of increasing the budgetary allowance for such instruction.

A reflection as to the needs of the Division with reference to its service-class instructional program indicates that both last year and this year more space was eminently desirable. It is to be hoped that the University administration will see fit to relieve the Men's Physical Education Building of the necessity for providing space for the Buckeye Club dormitory. This space could be used to great advantage in expanding the elective offerings in sports; and furthermore this year for the first time, due to the addition of the two instructors mentioned above, the departmental office space is severely cramped. The Cabinet has been requested to make such provisions by remodeling the first floor of the Physical Education Building, and it is hoped that this alteration may be brought about.

Professional Education

The professional education work of the Division has progressed at an even pace with the expansion in the service work. There were roughly some 130 men students as degree candidates in the College of Education who were enrolled as professional students in physical and health education. In addition to these there were, counting the Summer Quarter of 1937, some 175 graduate professional students, including four candidates for doctoral degrees. This rather heavy enrollment among the professional students has at this point served as an embarrassment to the staff qualified to offer professional training. Particularly is this situation acute on the graduate level. The increase in number of graduate students has been pronounced since 1931, and due to budgetary limitations of the University the Division has been unable to increase the number of staff members qualified to offer such graduate professional training. At the present moment, facing the summer of 1938, this situation promises to become acute. There will be on duty during the Summer Quarter only four staff members accredited by the Graduate School for such instruction. This means that each one of those members will have an extraordinarily large number of graduate advisees. In one instance a staff member will be required to handle as high as sixty graduate students and to assist them in the preparation of their Master's theses; and to give that type of informal personal counseling on their professional problems will become almost a practical impossibility. It is clear that the Division should not be forced to continue for very long this strenuous program, and it is to be hoped

that within the next biennium one additional full-time senior professor may be added to the Division.

The undergraduate program during the year took a very definite step forward. It was possible, due to the addition of Professor Richard C. Larkins, who assumed responsibilities relinquished by Professor Staley, to develop a finer program of undergraduate counseling. Notable in this program was the formation for the first time of a Men's Physical Education Association and the publication, also for the first time, of a professional news bulletin. This latter was of interest to all men professional students and was distributed widely to graduates of the division throughout the state and nation. Reports from the field indicate that this was an important step in linking the activities of the Division and its graduates in the field. It is planned to continue this work next year and even to enhance such services by other devices intended to make the influence of the Division and its staff felt throughout the public schools of the state.

Miscellaneous Developments

The staff members of the Division have at numerous times during the year contributed their services to institutions and organizations in the general professional field of physical education. Many of the staff members served on national, district, and state committees of physical education associations; and at least three of the staff members assumed positions of national prominence, either as chairmen of commissions or committees or as officers in these professional associations. More locally the staff has been interested in co-operating with the Ohio State Hospital for the Insane in Columbus in the development of a program of recreational therapy for its patients. Likewise the staff, in cooperation with the University Health Service, the College of Medicine, and the College of Education, assisted materially in the development of the first annual School Health Institute, to be held on the campus from June 29 to July 2, 1938. As a matter of perfecting the total and general operation of the Division it should be mentioned that through the efforts of the secretary of the Division the multitude of administrative routines is being brought to the point where a manual of operation has been prepared, and although the product is not completed as yet, it is anticipated that during the coming year a mimeographed document can be provided the administration which will indicate precisely how the mechanisms of the Division operate.

In summary, it is felt that the year, although uneventful in terms of any radical departures from previous procedures, has been a satisfactory one. The Division is not standing still. It is moving forward constructively and with an ever-present intention on the part of its staff to improve and enhance its instructional offerings to the end that it will not only maintain its position as a ranking division of physical education but that it will assume a prominent place of national leadership.

Part III. Intramural Sports for Men

L. G. STALEY, *Chairman*

The Department of Intramural Athletics was inaugurated in 1913 under the leadership of Professor J. W. Wilce as intramural director, Professor L. W. St. John as athletic director, and Dr. George W. Rightmire as a member of the Intramural Board.

This year completes twenty-five years of service to the students and faculty. That this service as a University function has been worth while and appreciated is attested by the interest and enjoyment evidenced by the student body and faculty and administrative officers who have participated in the program in large numbers.

For the past several years the program has been undergoing a process of refinement under the able leadership of Professor H. S. Wood. Continuing this process during the past year, the present administration, including the director, student managers, and department staff members involved in the program, has made an effort to study ways and means of improving relationships and service to all participants in the program.

The following changes were made in the policies and program:

1. Cross-country was found unattractive and possibly too strenuous for students not on the freshman cross-country squad and will be dropped next year.

2. A Fall Interclass Track Meet was instituted and found worth while as a revival of class spirit and friendly rivalry and will be continued.

3. Boxing was considered to be too hazardous by all concerned with the best interests of the students and dropped from the program.

4. Foul shooting was considered superfluous in the present program offering so many more worthwhile activities and will be dropped from the program next year.

5. Table tennis, which is sweeping the country in popularity, was added to the program with 190 students participating. It was considered highly successful and will be continued.

6. Badminton was added to the program in three ways: (1) as a class for instruction in the fall; (2) for informal play in the winter and spring; and (3) a tournament in the spring. As a good carry-over sport it was well received and will be continued.

7. Squash racquets was added in the same way as badminton with positive results and will be expanded next year.

8. Gymnastics was continued as an informal group, a meet added, and the group put on an exhibition at the Intramural Festival, which was well received.

9. Mixed bowling was added in the Spring Quarter as an experiment. It was highly successful from the standpoint of those entered; but the cost is high per student, and there is a question regarding its continuance.

10. A new Intramural Handbook is in the process of being made, which will go a long way toward clarifying policies and improving relationships between the Department and all those connected in any way with the program.

On its twenty-fifth anniversary the entire Intramural staff takes stock of its fine features and weaknesses, and with a slightly new direction from these findings, rededicates itself to a new level of service to students and faculty, to the end that they may all enjoy sports participation, social fellowship, and leave with them a desire to continue in wholesome and healthful recreation.

A participation chart follows with a comparison to 1936-37. Statistics on the many informal group participations are not obtainable.

Intramural Sports Participation

	1936-37		1937-38	
	Teams	Individuals	Teams	Individuals
Freshman Week program.....	47	209	(No estimate)	(Golf, tennis, softball, etc.)
Speedball	47	572	39	487
Cross-country .....	...	35	...	24
Touch Football	90	1,266	97	1,317
Volleyball	92	708	98	911
Bowling	197	1,326	205	1,459
Basketball	242	2,101	260	2,178
Badminton .....	...	34	...	40
Foul Shooting .....	...	143	...	143
Boxing .....	...	59	(Dropped)	...
Wrestling .....	...	131	...	66
Fencing .....	...	38	...	34
Handball .....	...	106	...	128
Festival .....	...	680	...	400
Softball	104	1,505	126	1,617
Horeshoe Doubles	56	112	98	188
Horseshoes (6-man team).....	36	230	41	235
Baseball	37	515	45	619
Tennis .....	...	203	...	134
Golf .....	...	253	...	260
Track .....	...	143	...	128
Archery Golf .....	...	90	...	75
Swimming .....	...	65	...	65
Squash .....	...	0	...	18
Table Tennis .....	...	0	...	176
Gymnastics .....	...	0	...	12
Sigma Delta Psi.....	...	3	...	1
*Total Number of Men.....		10,527		10,715

Part IV. Intercollegiate Athletics

L. W. ST. JOHN, *Director*

The evolution of the teaching of Physical Education to include games and sports has been a natural one, in the attempt to make the development of the body a pleasant "medicine" to take. The old style calisthenics, wands, dumb bells and Indian club swinging lacked the one feature, personal competition, to attract with eagerness the desire to participate. The first period showed inter-class and organization competition and this was naturally followed by a desire to match skills with other institutions in a neighborly way, where traveling expenses were negligible, inasmuch as little or no revenue was obtainable. As public interest increased, revenue mounted and with the expansion of financial income, followed a widening of the scope of competition. The development or widening program has been healthy and slow, but ever increasing until today closely knit conferences are nicely distributed over the entire country, and it has become the custom rather than the rule to exchange contests in all different sports with a regularly set up list of opponents. Too, it is not unusual for the sake of variety, as well as the establishment of new relationships, to com-

* Participation including duplications, i.e., men participating in more than one sport.

pete with members of other conferences whose scholastic requirements and eligibility standards are comparable.

It is the aim of the Department of Intercollegiate Athletics to promote a wider knowledge of the skills and possibilities of game competition, as well as actual participation in the game itself. This promotion does not end with the teaching of the sports to the students alone, but to every one interested in the university program, including alumni, former students, students of the secondary schools and the general citizenry of the State of Ohio. The possibilities under this bracket are almost infinite, but each year sees some new field developing along this line. The outstanding establishment in this immediate activity during the past year was of rather a graduate ranking. For the first time a systematic effort was made in early May to have all of the high school football coaches of the State participate in a Coaching School. While similar attempts have been made before, the affair this year marked a definite establishment of a new and valuable item on the department program for the year. This smacks of extension departments of other campus divisions and the resultant benefits as testified to by the more than one hundred and fifty coaches attending seem important enough to not only continue, but to enlarge upon in every possible way. Other schools have presented the same kind of a program except for the fact that a fee is charged. This service has been given gratis and will continue to be given as a part of the regular program. Paralleling the general policy of the objectives of the entire University, the Department of Intercollegiate Athletics has turned every effort to make each citizen, student or coach in the State of Ohio feel that he is welcome to consult the department on any problems affecting games or sports.

Universal as the participation is in games and sports, a resultant service has arisen whereby members of the staff go out equipped with motion pictures of contests and supply the spot on the program usually allotted to the "speaker of the evening." These occasions are not limited to high school groups, but spring up from all sorts of luncheon clubs, which, in many cases, would not have other opportunity to hear a speaker from the University. Naturally, the subject of prime interest in such gatherings is games and sports, but always every audience gets a good word from and of the University. It would be impossible to estimate accurately the goodwill emanating from this sort of thing, but the repeat "orders" are numerous and constant, indicating a great interest in the affairs of the University and its development.

We should like to mention again this year the importance of what is known as "High School Day" in the football season. Last year, 1937, one hundred thirty-three high schools applied for tickets for this occasion, only to be refused for lack of seating facilities. As a result, two "High School Days" have been set aside for this coming Fall. The High Schools listed on the A to L alphabetical mailing list will be tendered an invitation to attend the first game of the season, with Indiana University on Saturday, October 1, while those schools within the M to Z list will receive a similar invitation to be on the campus on the occasion of the University of Chicago game, October 22. This day attracted about four thousand such students the first year it was established as a feature of the football season, while in 1937 approximately forty thousand students and chaperons were able to get tickets. Those denied admission because of lack of facilities were estimated to number between four and five thousand. We feel called on to mention this for the very reason that every high school student in the State of Ohio has presented to him the oppor-

tunity of visiting the campus on a gala occasion, when he may see not only the football game, but the University at work as well. Were it not for the whole-hearted support of every department of the University in presenting demonstrations of their work attractively to all visitors on this occasion, the value of the day might not be so clear. But with everything in motion and conferences accepted by some responsible person in each department, it is inconceivable that a better single day's trip *could* be planned. Again, each student has the opportunity of repeating this trip four times while in the secondary class, thus giving him an unusual chance to follow the dictates of his aptitudes and ambitions. Immeasurable are the calculations on impulses, and were these students inspired to go on and grasp for higher "things," the program would be many, many times justified. From testimony of school men all over the State, over eighty of the eighty-eight counties of Ohio were represented on this occasion this year. This is the one finest educational occasion extended to the youth of Ohio each year.

The department has fared well in all of its contests. The one outstanding team of the year was the swimming team, with a championship in the Western Conference and the only college or university team to score the greatest number of points in the annual National A. A. U. Championships. Naturally, this team called forth the praises usually accorded to champions and kindly publicity was printed from coast to coast. Justly so, since as a team, they were real leaders, not only in swimming, but in representation of the University as well. All told, one hundred fifty-one contests were participated in by the sports teams of the University before more than five hundred thousand spectators. The many friendly ties binding Ohio State with their various opponents were strengthened and the competition was sportsmanlike, winning or losing. The year was also marked with an especially good financial record, some reductions being made on outstanding indebtedness and a very considerable addition to the capital account. Perusal of the annual financial statement will reveal a healthy situation.

It is with real pride that the finger is pointed to the completion of the Universit Golf Course. This project has been under way since 1925 and the opening of the course to the university family, we regard as the outstanding addition to the recreational facilities of the University in its entire history. This should be the meeting ground of the greatest percentage of those desiring outdoor recreation on the campus. Twenty-seven holes have been completed and are in play and present plans call for the completion of a second nine holes within two years. When these nine holes are ready for play, we shall have two eighteen-hole golf courses, we believe the only University in the country with such equipment. Competent golf professionals and students of golf have pronounced the eighteen holes now in play as second to none in the State and possibly the country. This could not have been done at this time had it not been for the W. P. A. program, and to this administration, we extend the only thanks we can for this invaluable contribution to the University.

The public of the State of Ohio are our patrons. Without their interest and patronage, it would be impossible to carry on the worthwhile program outlined from year to year. We are willing, more, anxious to serve the citizens of Ohio, not for the advancement of OUR program, but to further the objective of more friendly relationships with the ideals of and dreams for a Greater University for Ohio.

UNIVERSITY HEALTH SERVICE

J. W. WILCE, M.D., *Director*

Health Problems and Their Treatment

Ohio State ranks sixth in enrollment among American universities. Between fifteen and sixteen thousand students and others present its health problem during a year. The group functions in one geographical unit. All colleges are located on a centralized campus.

Ohio State's Health Service is staffed with the equivalent of 5 full time physicians and one part time regular physician, two occasional clinical assistants, 3 part time health examiners, 10 part time consultant specialists, 2 full time nurses, 1 part time nurse, 1 special personnel assistant (1937), 1 full time technician, 3 full time office assistants, and 4 occasional N. Y. A. student clerical assistants.

Fourteen staff meetings have been held during the year.

The largest part of the clinical load of the service is carried by Doctors Morse Osborn, J. M. Foley, and Theodore Allenbach. Doctor James Beer, until recently Health Department Physician of the Columbus Board of Health, does clinical laboratory, and public health work. Doctors Armstrong and Winne-more do clinical and correlation work with Women's Physical Education, in their half days at Health Service.

Doctor Wilce handles some clinical work, examinations, special cases, the large part of special cardiological and chest consideration, administration, and a large part of educational correlation.

The following specialists have cooperated as part time members of the Health Service staff at periods during 1935-37; at the service and in down-town offices: Doctor Raymond Ramsey, endocrinology and internal medicine; Doctor George Harding and Doctors E. J. Emerick and Clarence Fry, neurology and neuro-psychiatry; Doctor Paul Shepard, E.N.T.; Doctor Hugh Thompson, E.N.T.; Doctor A. D. Frost and Doctor Claude Perry, ophthalmology; Doctor Harlan Wilson and Doctor J. D. Wilson, orthopedics; Doctor Harry LeFever, encephalography; Doctor Louis J. Roth and Doctor Grace Jordon, genito urinary diseases; Doctor Phillip Knies, chest, and Doctor John Mitchell, allergy.

Doctor Charles Shepard has been extremely helpful in dermatology, without formal connection. The regular hospital staff cooperated with the house staff in the handling of hospitalized students.

Part time clinical assistance has been given by Doctor Berger Thomas, Doctor Earl Ryan and Doctor Anthony Ruppertsberg, and Doctors Louis Jentgen, A. A. Hall, and Anthony Ruppertsberg have acted as part time health examiners.

The extent of this part time examination, clinical, and specialized service has necessarily been limited by budgetary considerations.

The budget for 1936-37 was \$48,000, including hospitalization fund. The Service is supported entirely from a proportion of the \$4.00 per quarter "stu-

dent activities fee" paid by each student. The A. M. A. committee reported (1936) that "the most common fee is \$10.00 with an average fee of \$7.50."

Corresponding class institutions—Michigan, Minnesota, and Wisconsin each charge \$10.00 or over, compared to Ohio State's charge of less than one-half of this amount.

This fact is advanced as evidence that Ohio State is obviously not "going too far" in this field. In the light of present day educational conceptions and practices, Ohio State is only in the middle class in its Health Service development, but is making steady progress. Ohio is notably conservative in its political and medical beliefs, as contrasted with Minnesota and Wisconsin where more liberal viewpoints have been reflected in the degree of Health Service developments.

Our Ohio State Health Service is housed in three-eighths of one floor of Hayes Hall, one of the older buildings on the campus. The efficiency in physical arrangement for handling the ever increasing turn-over was greatly improved with reorganization. Marked improvement was made possible by the Administration, but, at best, facilities are very much over crowded and antiquated. This situation is a handicap, but we have not allowed it to handicap enthusiasm in doing work of best possible quality under existing conditions.

The fact that most of the other medical and non-medical health departments on the campus are housed in much more modern, dignified, and stimulating environments has slowed up attainment of proper position, evaluation and centralization of balanced health service development.

The Health Council

Dean J. H. J. Upham, President of the American Medical Association, has given splendid leadership as chairman of a coordinating advisory Health Council in his usual broad capable experienced way.

The Health Council was initiated in 1934 as a medium of correlating the educational health viewpoint of the various interested departments on the campus.

General health policies have been considered, from the standpoint of closest correlated educational good, by this group meeting formally every two months. Dean Upham represents the Medical School, hospital, and organized medicine in general. L. W. St. John, Ph.B., represents physical and health education. Robert Paterson, Ph.D., Executive Secretary of the Ohio Public Health Association, represents the professional public health and sociology viewpoint. Dean of Women, Esther Gaw, represents, broadly speaking, personnel interests on the campus and the women's educational health needs. Colonel G. L. Townshend represents the Department of Military Science and the R. O. T. C. Doctor W. C. Graham, D.D.S., of the Dental College, a past president, and member of the City Board of Health, represents dentistry and local community health activity. University School has been represented, through the past year, by Miss Sanderson, assistant to Mr. Lindquist. Sanitary engineering and university safety activities have been represented by Professor John Younger. Henry Goddard, Ph.D., has represented the Psychological Clinic, Department of Psychology, and the non-medical mental hygiene service. The Director of the Health Service, to whom the Health Council is advisory, in his capacity as representative of the president in University health matters, serves as secretary of the Health Council.

Emergency health educational measures were considered and handled at

one time during the winter of 1937 by an emergency health administrative group comprised of G. W. Eckelberry, representing President Rightmire in his temporary absence due to illness, Carl E. Steeb, Secretary of the Board of Trustees, Dr. J. H. J. Upham, Dr. Neal Wood, Director of University Hospital, and Dean Park, Dean of Men, with Dr. Osborn and Dr. Wilce, of Health Service.

This group addressed itself to the pressing need for additional hospitalization facilities, in the light of an influenza epidemic, whose proportions overtaxed existing accommodations.

At this time limited visiting nursing service was provided for students in their rooms, through subsidized cooperation of the Instructive District Nursing Association. Many progressive cooperative policies concerning inter-relation of campus health agencies were effected during 1935-6 by a sub-committee of the Personnel Council headed by Vice-President Morrill. Meetings of this committee were held with representatives of Physical Education, Psychology, Applied Optics and Phonetics in a relatively successful attempt to correlate the practices of campus health agencies with broader personal educational needs through the University Health Service.

Existing student health programs are separated into four classes:

1. Informational hygiene.
2. Student health service.
3. Physical education.
4. Administrative hygiene.

The customary "organized student health service" *cuts across these four programs* and seeks to coordinate all student and university health activities into one program. These activities may be subdivided into three groups:

1. Personal services.
 - 1.1 Physical examinations.
 - 1.2 Consultations and dispensary care.
 - 1.3 Infirmary or hospital care.
2. Educational hygiene.
 - 2.1 Courses in scientific personal hygiene and public health and instruction in mental and sex hygiene.
 - 2.2 Cooperation with physical education for men and women: corrective gymnastics, intramural and extramural athletics.
3. Administrative hygiene.
 - 3.1 Sanitary supervision of the student environment, on and off campus.
 - 3.2 Control of contagious disease.
 - 3.3 Provisions for the social well being of the students.

Ohio State's organization has grown in a way somewhat different from the above national picture.

It includes student health service and administrative hygiene only at present. Physical and health education administers informational hygiene and physical education, but an excellent relationship exists.

Of the listed usual activities, Health Service handles personal service and the first two features of administrative hygiene only.

This local situation makes necessary a special statement of our objectives.

Purposes

Briefly, our combined educational objective is PROTECTION OF THE HEALTH OF THE UNIVERSITY COMMUNITY AND COOPERATION

IN THE MAINTENANCE AND IMPROVEMENT OF THE PERSONAL HEALTH OF ALL STUDENTS, IN THE INTEREST OF THEIR *BEST POSSIBLE UNIVERSITY ACHIEVEMENT AND MOST CONSTRUCTIVE LONG TIME LIVING.*

No complete up-to-date statement has ever been made concerning broader university educational aims of University Health Service. A discussion of nine objectives, with activities and cooperations involved in their attainment is now presented.

OBJECTIVE 1. TO ACT AS LOCAL REPRESENTATIVE FOR PARENTS, FAMILY PHYSICIANS AND OTHERS IN MATTERS OF STUDENT HEALTH, PARTICULARLY FOR THOSE STUDENTS COMING FROM A DISTANCE AND NOT LIVING WITH RELATIVES.

University responsibility for student health is both institutional and personal. One rather universally accepted modern educational principle is that a college or university shall act in loco parentis, particularly in case of students who came from a distance and who are not living with relatives. Health Service is interested in every student rich or poor in light of providing directly or indirectly proper health interest and qualified medical care.

OBJECTIVE 2. TO MAINTAIN AND IMPROVE PHYSICAL AND MENTAL HEALTH OF THE INDIVIDUAL STUDENT AND OF THE UNIVERSITY COMMUNITY BY THE PREVENTION OF DISEASE AND MORBIDITY AND PROVIDING OF NECESSARY TREATMENT DIRECTLY OR BY REFERENCE IN COOPERATION WITH OTHER ESTABLISHED INDIVIDUAL, INSTITUTIONAL, AND COMMUNITY HEALTH AGENCIES.

The entrance health examination is the biggest single factor in attaining this objective. Naturally, many conditions develop during the school year through contact, over-work, poor hygiene, or poor adjustment in addition to those found at entrance.

In 1936-37 16,670 students, 13,373 undergraduates and 3,297 graduates, were entitled to health service. Students made 42,173 dispensary calls, as compared with 36,021 during the previous year. Thirty thousand two hundred thirty-nine of these calls were made by men and 11,934 by women. Exact figures are not available at this time, but approximately 60% of those students to whom service was available made use of it. The daily average of calls in 1937 was 165 ranging from a peak of 300 to 60 on Saturday half days. The daily average in 1935-36 was 136. These visits made possible health guidance, correction of minor defects, reference to proper appropriate outside medical guidance, examinations, and hospitalization of the more serious cases.

University Hospital Relations

Students with acute illness are hospitalized at University Hospital. A maximum of two weeks hospital expense is paid in such cases from Health Service funds. Case reference is made only through Health Service physicians. Local physicians are privileged to hospitalize their student patients at Service expense if the case is acute, but only after conference with a Health Service physician. Twenty-five such cases were cared for. Hospital house physicians represented Health Service in admission of 43 cases out of Health Service hours. These were mostly nurses and emergencies. The resident hospital

physicians handle cases which have no physician, under guidance of the staff physician in charge of the service under which the case comes. No bills for medical attention are paid by Health Service in or out of the hospital.

Nurses and nursing students are cared for and hospitalized by Health Service staff and hospital staff physicians. Hospital cooperation is of the best, particularly through Doctor Wood, the new hospital director, and staff physicians. The limited facilities are an occasional source of inconvenience and danger in the cases of students who need observation or infirmity type care, but who cannot be hospitalized because of the number of more acute cases occupying all existing facilities.

Hospital bed patients:

	<i>Men</i>	<i>Women</i>	<i>Total</i>
1935-36	157	81	238
1936-37	185	86	271

Classification of hospital cases 1936-37: Orthopedic 1, psychiatric 1, cardiac 3, G.I. 5, G.U. 9, emergency accident 10, E.N.T. 20, contagious 26, surgical 42, and medical 154.

Seventeen operations were privately performed by hospital staff physicians. At the time of the influenza epidemic, tentative arrangements were made with other Columbus hospitals for student care but the situation improved before these facilities were called into use.

X-ray facilities of University Hospital were used for 700 x-ray examinations, divided as follows: Chest 581, bones 115, gastro intestinal 8, sinuses 5, skull 5, mastoid 5, teeth 1. Students were referred to private dentists and Dental Clinic for many more dental x-rays.

Many x-ray plates were paid for at student rate of \$3.75 by the individuals. The majority were paid for from Health Service funds at \$3.75 for dispensary and Alumnae House cases, \$2.00 for medical and dental students and \$1.00 for nurses, in the mass x-ray program. All chest plates were stereoscopic, except those of the nurses. In suspicious cases, stereos were used as follow-up procedure for this group.

Immunization

Vaccination is not an educational requirement for entrance to Ohio State University. Recommendation for vaccination and any other needed immunization procedure is made as part of the entrance follow up and to many dispensary patients.

A smallpox case appeared on the campus in January, 1937. 1,268 students were given emergency vaccination by Health Service physicians, with Doctor Foley handling the greatest number. Many other student and faculty members were vaccinated by outside physicians. The effectiveness of this procedure was demonstrated when only one additional light case, and one case of purely abortive nature appeared. Cooperation of Doctor Horton, Professor of Pediatrics was invaluable in the situation. The Columbus Board of Health, primarily through Doctor Dysart, gave fine cooperation, particularly in the unearthing of contacts. In view of the fact that the patient worked in a restaurant and attended a movie in his contagious stage, before his case was discovered, makes the results appear outstanding. The number of students needing vaccination was astonishingly large. Improved education of the present student generation concerning the possibilities of the prevention of this disease, now comparatively rare, is apparently necessary. The condition of health over-confi-

dence, and failure to be vaccinated because the disease is now so uncommon, due to great medical and public health work, needs to be corrected.

Typhoid immunization was given 95 medical students, as cooperation with the Bacteriology Department. Typhoid and smallpox immunizations were given 154 advanced military students 4 evenings, out of hours, by the entire Health Service staff at Health Service quarters, in cooperation with the Military Department.

Twenty students were given anti-rabies treatment, as part of the county, city, and state campaign against this disease.

Nursing students were immunized against smallpox, diphtheria, and scarlet fever, before the start of their period at Isolation Hospital.

The Ohio State Department of Health Laboratory on Ohio State Campus cooperated, particularly through Doctor Ey, in making many Wassermann tests, tuberculosis sputum, and other laboratory examinations. Our own laboratory made examinations during the past two years as follows:

	1935-36	1936-37
Urinalyses	976	1,325
Blood counts	880	792
Smears	435	605
Basal metabolism tests	453	464
Sputum examinations	26	30
Other laboratory tests	91	120

The Department of Bacteriology gave excellent cooperation in special bacteriological examinations and some vaccine preparations. 45 examinations of food handlers, primarily by Doctor Beer, were made at the Health Service, in protection of community health.

Doctor Allenbach gives daily morning health inspection to Nursery Demonstration School children in Department of Home Economics.

Doctors Baxter and Ruth St. John handle University School health problems directly, as members of Health Service staff. Miss Ort, school nurse, Miss Sanderson, psychologist, and Mr. Cowell, physical education, cooperate.

Health Service director cooperated in examination of 12 new members of University Hospital house physician staff, primarily as a matter of hospital community health protection.

Health Service gives emergency treatment only in indigent cases, to faculty, and university employees. Every attempt is made to protect the student body from contagion coming to the campus from faculty families through faculty members who cannot be handled directly by the Service under the present situation.

Tuberculosis Control Problem

Two years ago, the Health Council accepted a tuberculosis control program, certain portions of which have now been put into practice. Occasional case testing with old tuberculin had been done at Health Service, prior to this time. The new P.P.D. tuberculin is now used. Correlation in entrance examination was effected when director of Health Service sat at end of army type entrance examination line, referred general cases for follow up and, on basis of case history and inspection made many references to Health Service for mantoux testing. For the first time at Ohio State, medical and dental students

were mantouxed and positives were given stereoscopic x-ray at special hospital cooperative \$2.00 rate.

All girls living in the Alumnae Cooperative House were given mantoux test and plates taken of positives. Hospital nurses and student nurses were all x-rayed with flat plates this spring. Lack of time prevented giving follow up mantoux in the end of school year rush. Annual follow up mantoux and annual physical for nurses and retesting of mantoux negative and new medical and dental students will be effected during the coming year. Attempt will be made to mantoux the entire entering class at some time during 1937-38 with necessary follow up, as part of the complete projected control program.

Complete statistics are not available, but 552 first strength tests were given with 224 positives; 458 second strength showed 205 positives; 980 total tests gave 429 positives. As previously noted, 581 chest plates were taken for Health Service at University Hospital, during the year, including regular dispensary cases. Approximately 30 active cases of varying degrees were discovered.

As a definite part of the program, all students at University High and Elementary School were given the mantoux test by Doctors Baxter and St. John and positives referred to family physician.

Doctor Allenbach gave the same test to all Nursery School students.

Budgetary, staff, and facility restrictions prevent an outstanding and perfect tuberculosis control program, but real progress is being made. Tremendous relative progress has been made in the past two years.

Emergency Call and Room Call Relations

Health Service physicians answer emergency calls on the campus during service hours. No outside student calls are made. The addition of a special assistant as a step in advance for personnel correlation purposes was made possible for 1937-38. This assistant will make possible a more personal touch with students sick in their rooms, and should also improve Health Service capacity, coordination of local physicians, Health Service, hospital, and personnel officers, to the students' best interest. Cooperation of Instructive District Nurses in this field was authorized and employed in the winter of 1937. Approximately, 100 room visits were made, at the time of a mild influenza epidemic, when lack of hospitalization facilities made room check up necessary, to make sure local medical attention was being enlisted.

No service is given by Health Service physicians outside of dispensary hours, 8:30 A.M. to 5:00 P.M. Health Service physicians are frequently called by students at night. Under present policy, these students, on or off campus, are instructed to call outside physicians. In case they have no physician of choice, they are instructed to call the local Bureau of Medical Economics or Physicians Bureau, which agencies recommend and send available medical assistance. These physicians may send students into the hospital at service expense, if such attention seems necessary. In some obvious emergency cases, hospital arrangements are made over telephone by the Health Service physician.

The team physician, who is a member of the Department of Physical Education staff, visits team members sick in their rooms. Occasional professional visits to nurses sick in dormitory rooms have been made by members of the house staff of University Hospital.

Summer Session Service

Health Service is always open in the summer session, with much less demand than during the school year.

In addition to the regular clinical examination and health work, University Health Service cooperates with the Demonstration School conducted by Dr. Laura Zirbes at the University School. A staff of physicians, Dr. J. Edwin Brown, Jr., Dr. M. L. Ainsworth, Dr. J. D. Wilson, and Dr. Aldrich, dentist, conducted the entrance examinations for this group. Physicians of this group have cooperated with Dr. Zirbes' health educational conference held with the visiting teachers concerning the health of this class of students. Dr. Zirbes retains a school nurse and pays for the same, but the nurse brings emergency injuries to University Health Service during the summer for first treatment and reference.

University Health Service furnishes a nurse for morning health inspection and sends her daily to the summer Nursery School, conducted by the Department of Home Economics.

OBJECTIVE 3. HEARTY COOPERATION WITH EDUCATIONAL ADMINISTRATIVE PERSONNEL OFFICIALS AND ALL UNIVERSITY DEPARTMENTS IN ENTRANCE AND INTERIM HEALTH APPRAISAL, ADJUSTMENT, AND IMPROVEMENT INCIDENTAL TO THE MOST CONSTRUCTIVE EDUCATIONAL EXPERIENCE FOR EACH STUDENT AND THE MOST EFFICIENT USE OF AVAILABLE EDUCATIONAL TEACHING AND PHYSICAL FACILITIES.

A fundamental educational responsibility to society, in my estimation, is a pledge that activity incident to education, which aims to improve the individual, shall not harm him. The University *requires* military training, physical education, athletics, laboratory and shop work, trips, and certain standards of academic achievement and integrity in meeting many University appointments, at all times of day, in all kinds of weather, on fourth floors, and in basements.

The heart, lung, rheumatic, or kidney case is injured by over-activity; the gastro-intestinal case by irregularities in eating habits; the undernourished by under-rest and heavy activity scheduled; the "nervous endocrine" case by over-stimulation and extra load; sinus and tonsil cases by over-exposure and reduced vitality; the functional mental case by a variety of conflicts, environmental conditions and ill advised activities and practices.

Fourth floor classrooms in buildings without elevators are a constant source of exaggeration of health defects, notably heart conditions. The epileptic, who usually gives no history of his condition, needs to be denied swimming pool and chemical laboratory privileges. The health picture needs to be completely considered in choice of life work. The individual with tuberculosis tendency sometimes signs his own death warrant in becoming a mining engineer.

This objective necessitates the provision by Health Service directly or through reference of a high quality of diagnostic and Therapeutic medical and health service. The high standard, including the use of all modern, scientific diagnostic apparatus and laboratory techniques, is *necessary* for proper educational adjustment and guidance purposes. This is one reason for the inclusion of a part-time medical specialist service, inclusion in medical college, and cooperation with a highly developed medical research division. If this standard is to be attained it immediately removes any given health service from the first

aid station standing, to that of a dignified competent medical educational agency.

Such a department meets its own responsibility, cooperates with organized medicine, and protects medical educational interests against the ever increasing encroachment of non-medical health agencies on the medical field.

The first step in this objective is the examination given every entering student. At this time the findings of family physicians and the opinions of parents are coordinated with the current history and examination findings for first fundamental University adjustment purposes. The University Community Health protection through the elimination or proper disposal of contagious disease cases is the first and obvious result of this examination. The needed adjustment of educational nature, to proper classroom load, appropriate degree of physical education required activity, military drill and other University activity situations is not so obvious, but very actual. The need indicates a high standard of entrance examination and case follow-up. Since 1935 the director of Service has been Chairman of the Committee on Physical Examinations for men and women. These are conducted in the men's and women's physical education buildings as a project of Freshman Week. Dr. Walter Duffee is in immediate charge of the arrangements for the men's examination. Dr. Shirley Armstrong administers both freshman and sophomore examination for women. The examinations are conducted with the cooperation of local specialists and general practitioners, usually a local military medical officer, Health Service staff, physical education staffs, dental and medical students, applied optics students and student clerical assistants. Audiometer hearing tests are conducted in the Department of Phonetics with its special facilities, by the Phonetics staff and students. A University Health Service part-time E.N.T. specialist examines the ears of all students showing hearing defects and confers on appropriate educational adjustments.

The first educational adjustment in general health conditions is made at the end of the entrance examination line. At this point the physical education physicians issue swimming permits and classify students in respect to the degree of strenuousness of required physical education classes to which they are to be assigned. This ranges from the most strenuous athletic activity to corrective and remedial classes, frequently involving rest only. In case of the men, the military physician and sometimes one of the Health Service physicians qualifies or disqualifies for a military science and drill. Health Service Director occupies a position at the last station in the line. He refers the students with defects to the Health Service for follow-up, conference, and possibly re-references as far as possible to family or outside physicians. At this time many students, in whom lung defects have not been revealed by the rapid type of line examination, are referred to Health Service for mantoux testing simply on history or impression gained by inspection. Three cases of active tuberculosis were discovered through this procedure. First correlation with administrative personnel officers is also made at this point. Lists of defects which obviously need special class load reduction or adjustment are listed by colleges and sent immediately to the junior deans who need it for this purpose. The many cases in which immediate judgment can not be made are referred to Health Service for further check up. Immediate adjustments are possible in marked vision defects, cardiac conditions, rheumatism, post-operative, skin, hearing, contagious, and orthopedic or crippling conditions. Less obvious cardiac, pulmonary, lung, blood, kidney, endocrine, and nervous conditions need

further follow up. Requests for modification of activity from physicians, parents, and others are either settled at this time or followed up at Health Service.

Health adjustments during the year are numerous. Deans, junior deans, secretaries, faculty members, and others, frequently send in cases of students who are falling behind in their classroom work, to determine whether or not the health element enters the picture. Students frequently come in themselves for the same purpose. A case in point was that of the engineering student who could not study. He felt a little tired, but had no pain or discomfort. One look at his throat revealed the fact that he had a purulent drainage from his sinuses. His chronic sinusitis was improved and study was again possible.

A similar case came in without pain and was very much surprised when he was told that he had badly infected tonsils.

Dental caries or abscess, chronic constipation, eye strain, and more serious conditions, as well as lack of sleep or worry, are frequent factors in reduction of the ability to study.

Faculty members and junior deans have sent in several mental cases which have been discovered because of queer actions in class.

The ambitious college boy who is doing too much in intramural athletics frequently needs adjustment. The boy who is smoking "a pack a day," and the girl who smokes half this number of cigarets, frequently come in wondering why they aren't doing so well in a health or academic way. Students from Psychology 400 are frequently referred for estimate of the place health plays in their inability to study. Nursing education students carrying hospital, as well as academic load, need frequent education health adjustment.

The courses of at least four nurses were temporarily discontinued, on recommendation of Health Service, in cooperation with Mrs. Kuehn of the Nursing School. Examination of certain cases have given basis for agreement with nursing authorities that certain girls were not fitted for this profession. Many recommendations for shorter time, relief from the strain of nursing, or other student responsibility have been accepted. Lists of hospitalized students are sent to personnel officials. Recommendations for class excuses are given students whose illness has been seen at Health Service. The majority of outside doctors' excuses are reviewed and honored.

Campus parking permits are issued to students whose health handicap makes such privilege necessary. Much constructive cooperation in earlier return to classes after illness or operation or in health protection of handicapped cases is given students in this and other ways. The tendency of some students and others to attempt to abuse this privilege and the proper adjustment of the demand to the seriousness of the general university parking problem is an every day challenge to Health Service physicians.

A great many cases of illness seen at Health Service are matters of interest to personnel officials. Attempt will be made the coming year to notify college officers of the fact of these illnesses before long absence becomes a matter of academic concern.

Cases are frequently sent by personnel officers for estimation as to whether students who have been ill and who report first to college officers on return to college work are in condition to resume classroom work. Many cases of students who have been dropped for poor scholarship are also reviewed from the standpoint of whether health improvement will allow improved academic work before they are readmitted for another chance. The presence of

unknown health factors in cases of poor scholarship are given liberal consideration by personnel officers in judgment as to whether or not students shall be dropped from college. In all cases of infection or contagion, review by Health Service is required before return to classes. These fundamental educational health cooperations are increasingly valuable as better understanding between Health Service and personnel officials is developed. Cooperation is increasingly good without sacrifice of essential standards of medical ethics.

University educational interests and efficiency are conserved in evaluating outside family and medical or psuedo-medical adjustment recommendations. Many recommendations and applications for excuse from drill, physical education and other activities are found to be without serious foundation. On the other hand, many students who are anxious to drill or take more active forms of physical education or other activity are not allowed to do so. One of the most extreme cases of student academic ambition in the face of disease is that of a dental student. Before the tuberculosis control program was in force this boy was found tuberculous, by an outside physician who cooperated by informing a Health Service physician of the fact. The boy had been working in a restaurant. He was called in six weeks before it was time to graduate, and told that in spite of the fact he had few symptoms it was necessary that he leave college both from the standpoint of his own interests and in the interests of other people. He fought this decision vigorously and at length, but was discontinued by his college authorities on our recommendation. He insisted on carrying on certain activity unknown to college authorities, against previous advice. He finally went West but died four months later.

OBJECTIVE 4. TO COOPERATE IN INSURING THE BEST POSSIBLE ENVIRONMENTAL HYGIENE AND SAFETY IN THE UNIVERSITY COMMUNITY.

Environmental hygiene on the Ohio State University Campus has been largely a matter of routine responsibility of the Department of Grounds and Buildings, the Superintendent of Grounds and Buildings and, originally, the University Architect. Occasionally, Health Service receives complaints from faculty members, students, or others, concerning the conditions of lighting, heating, ventilation, or sanitation on the Campus. These complaints are promptly sent to the Superintendent of Grounds and Buildings who either repairs or remedies the condition or takes it up with the University Cabinet. This feature of University health, particularly with regard to over-heating, under-lighting, and, as was recently called to our attention, sanitation in the stadium, is open to improvement, which is largely budgetary. The Health Service director participated in the deliberations of the President's Safety Committee, two years ago which studied the various health hazards particularly in laboratories and shops on the Campus and made detailed recommendations for their improvement. Professor John Younger was Chairman of this Committee. Campus safety with regard to traffic hazards has been well handled, but is open to constant review.

Sanitary inspection of the Tower Club, Buckeye Club, and Alumnae-Cooperative House, and some investigation of class-room temperature has been part of the function of Dr. Beer. Health conditions in students' rooming houses off campus has been largely handled by the Columbus Board of Health with cooperation of the Dean of Men's Office. Inspection of students' eating places off campus is also administered by the local Board of Health. The Health Service is alert to the need of improving the lighting in student's rooms

off campus. But this has been bound to be largely a matter of landlady economy and student economic ability. Fuller investigation of conditions is projected. The Laboratory of the State Department of Health, located on campus, has cooperated with physical education in bacterial counts and sanitary improvement of the swimming pools for men and women. The water supply of the University is supervised by the Columbus Health authorities, who also inspect milk and meat. All food handlers on the campus, including employees in the Dairy Department, are examined once a year by Health Service division. Examination of food handlers in all fraternities, sororities, and combination rooming and eating houses and regular restaurants, much patronized by students, is under cooperative consideration.

OBJECTIVE 5. TO COOPERATE IN EDUCATION OF STUDENTS IN THE ESSENTIALS OF HEALTHFUL LIVING WITH PARTICULAR EMPHASIS ON PREVENTIVE MEDICINE AND THE IMPORTANCE OF EARLY DIAGNOSIS.

The regular courses in freshman hygiene for men and women are given by Physical and Health Education.

Individual health education is given the majority of students who visit the Health Service. Students understand and practice this type of health guidance as they associate it with personal pain, discomfort or morbidity. It is one thing to point out the disadvantage of over-smoking in a lecture. It is much more educationally correct and personally emphatic when such practice is definitely associated with bronchitis, sore throat or sinus trouble. Both methods are necessary. The organization which allows the theory teacher to also guide clinically is most correct educationally.

OBJECTIVE 6. TO COOPERATE WITH PRIMARY RESPONSIBILITY IN THE DEVELOPMENT IN OHIO STATE STUDENTS OF A SOUND AND SYMPATHETIC ATTITUDE TOWARDS MODERN SCIENTIFIC HEALTH PRACTICES, WITH LIBERAL ATTITUDE TO ALL BELIEFS.

The habit of periodic health examination is accepted as the logical approach to modern scientific health practice. Four hundred twenty-four Health examinations were performed by Health Service examiners, with accompanying health education. Fifty candidates for entrance to Home Management House were given education, through examination, as a matter of educational cooperation with Mrs. Gorrell of the Department of Home Economics.

The girls are examined as pre-requisite to entrance to the Home Management Demonstration House. This Department has a most wholesome constructive health cooperative viewpoint. General premarital consideration is included and this year the girls have been given or referred for routine rectal examination primarily by the women physicians in this phase of normal preventive health appraisal and modern practice.

The great value of immunization and the evaluation of modern discoveries and practices in this field are outlined to many.

The rationale of the newer P.P.D. tuberculin test, as a preventive medicine procedure, has been outlined to many who have known nothing of it or who have been skeptical or fearsome of its results.

Education in the up-to-date public attitude to venereal disease and the routine Wassermann test is a definite emphasis.

The logic of a routine chest plate as a health inventory for all mantoux positives has been demonstrated to many.

The common viewpoint expressed is, "How can I be suspected of tuberculosis when I don't cough, lose weight, or have frequent colds." The preventive idea, in connection with potential and earliest cases, has been outlined in the most tactful manner possible and many expressions of real gratitude are received.

OBJECTIVE 7. TO COOPERATE WITH PRIMARY RESPONSIBILITY IN PUBLIC HEALTH EDUCATION OF THE UNIVERSITY COMMUNITY.

University community, public health education lectures, and publicity on prevention of disease, tuberculosis, venereal diseases, etc., are definitely a part of the educational function of the Health Service.

The tuberculosis film "Behind the Shadows" was presented freshman in College of Education, as cooperation with Junior Dean Love. The new syphilis education film "For All Our Sakes" was presented to the summer students, with cooperation of State Department of Health.

Tuberculosis and syphilis films will be shown to all entering students, as cooperation with Junior Dean Reeder in a new Freshman Week project in Fall, 1937.

Health Service physicians have given educational health talks, by request, on sex hygiene, marriage, camp hygiene, the effects of alcohol, and other subjects to fraternity, Y. M. C. A. and other student groups.

The State Department of Health furnishes many health education pamphlets for distribution to clinical visitors.

Health articles on rabies, syphilis, and tuberculosis have been posted in Health Service. Health radio talks have been given by Health Service physicians, as a part of the series given by Medical School faculty.

OBJECTIVE 8. TO COOPERATE IN THE GENERAL UNIVERSITY "STATE SERVICE PUBLIC RELATIONS" POLICY BY EDUCATIONAL, PUBLIC, AND SPECIAL HEALTH LECTURES.

Information and insights resulting from extensive student health contacts are of particular value to many groups: Parent-teachers associations, teachers groups, schools, administrators and pupils, physical educators, service clubs, Y. M. C. A. groups, Hi-Y students, Girl Reserves, Boy Scouts, Father-Son meetings, Young Peoples Church groups and others. Much of this lecture service has been done by the director and some by other physicians of Health Service. Particularly outstanding is the leadership recently given the Ohio Inter-scholastic Athletic Association in approaching one of their constructive research problems.

Presentation of the "infantile paralysis case," as one of the medical speakers, in connection with the local President's Birthday Ball was made to a large Memorial Hall audience by the Director. The local campaign in successful promotion of the Ball resulted in the obtaining of a respirator for University Hospital. This was another achievement of Doctor Upham.

OBJECTIVE 9. TO CONDUCT MEDICAL RESEARCH OF A DEGREE CONSISTENT WITH THE ADEQUATE HANDLING OF ROUTINE HEALTH SERVICE PROBLEMS.

The tremendous turnover of minor and major conditions at Health Service is a great load, but it creates a real opportunity for much constructive medical research. Educational correlation with the Department of Medicine and Medical Research and the excellent cooperation of the Kinsman Hall group makes such opportunity particularly rich. Twenty cases of infectious mononucleosis have been found and turned over to the Research Department whose physicians are particularly interested and qualified in this field.

Conclusion

I respectfully submit this report with the sincere conviction that great progress has been made by this department.

Cooperation has been excellent. Many coordinations and conditions remain to be improved but a fine start in the right direction has been made. We have faith that progress will continue toward immediately enriched and finally adequate educational health service to the advantage of the student, the University, and the State of Ohio.

UNIVERSITY PERSONNEL COUNCIL

HOWARD L. HAMILTON, *Chairman*

At the close of the 1936-37 academic year no formal report of the activities of the University Personnel Council was written. Because of that fact this report will attempt to cover the work of the Council for the past two years.

It seems desirable to review the original purposes of the Council as outlined by the President and to restate the scope of its functions as given by him at the time of the Council's appointment.

Purposes of the Council

1. To become familiar with University personnel questions.
2. To coordinate the personnel activities into a progressive program.
3. To plan personnel work on a constructive basis so that University efforts in this direction may become harmonious and fruitful.

Scope of the Council

The Personnel Council has no legislative or administrative responsibilities. It is an informal but still very important coordinating medium with these functions:

1. To serve in an advisory capacity to the President in all student personnel matters.
2. To serve as an advisory and coordinating agency of all student personnel activities of the University.
3. To keep informed of all student personnel activities of the University.
4. To promote improved techniques of administration in student personnel offices.
5. To conduct research on student personnel problems.
6. To develop, in cooperation with the Director of Publicity, methods of publicizing the student personnel activities of the University.
7. To submit an annual report to the President on the status of student personnel administration of the University, summarizing the work of all functional divisions of student personnel administration.

Membership

The membership of the University Personnel Council has remained much the same. The following table shows the changes in membership.

	1934-35	1935-36	1936-37	1937-38
The President of the University.....	Rightmire	Do.	Do.	Do.
The Vice President of the University.....	Morrill	Do.	Do.	Do.
The University Examiner.....	Stradley	Do.	Do.	Do.
The Dean of Men.....	Park	Do.	Do.	Do.
The Dean of Women.....	Gaw	Do.	Do.	Do.
The Director of the University Health Service.....	Wilce	Do.	Do.	Do.
Representing the Council on Student Affairs.....	Held	Pollard	Do.	.....
Representing the Junior Deans.....	Turnbull	Reeder	Do.	Do.
	Nisonger	Do.	Love	Do.
Representing the College Secretaries.....	Bennett	Do.	Do.	Do.
	Hamilton	Do.	Do.	Do.
Representing the University Faculty.....	Cowley	Do.	R. Davis	Do.
	Avey	Walker	Do.	Do.
				Denune

Officers

The Chairman of the University Personnel Council is appointed by the President. In the autumn of 1936 Mr. Hamilton was appointed to the chairmanship, replacing Professor Cowley, who had resigned from his membership on the Council. The Secretary of the Council is elected by the Council itself. In the autumn of 1936 Junior Dean C. Wells Reeder was elected to serve in this capacity, relieving Secretary Bennett, who remained on the Council.

The Secretary has supplied all members with notices of each meeting, and copies of the minutes have been sent to each member after every meeting. The Chairman expresses the appreciation of the Council to Mr. Reeder for his efficiency.

Meetings

For its regular meetings, the Council has met on the second and fourth Thursdays of each month, with the exception of holidays. Occasional special meetings have been held at the call of the chairman. The meetings have been for the most part in the Faculty Club, usually lasting from twelve to two o'clock.

Work of the Council

Many of the activities of the Council have been continuations of the things started under the splendid leadership given by Professor Cowley during his service as Chairman. Other activities have been added during the past two years. Mention will be made first of topics which have had the attention of the Council. Special attention will be given to those phases of the Council's activity which have been of major importance.

Some of the topics discussed in the University Personnel Council during the past two academic years, but on which no action was taken are as follows:

1. The extent and value of preceptor systems for fraternities in the University.
2. The prevalence of gambling in the vicinity of the campus.
3. The desirability of establishing information tests for university clerical employees and the means of providing them with proper information about the University.
4. A report of "A Five-Year Study on the Health of College Women" by Professor Hughina McKay.
5. The effect of the Minimum Wage Law on the employment of women.
6. A report of the Transfer Student Committee.
7. The plans for the organization and activity of the Independent Men's Association.
8. Accounts of the meetings of the American College Personnel Officers Association and other meetings attended by various members.
9. The plans for cooperative action in holding student meetings in the interest of peace.
10. A report on the activities of the N.Y.A. on the campus.

The University Personnel Council took some action on the following matters:

1. The Committee on Cooperation with the High Schools was continued during 1936-37 with instructions to study the problems existing between the high schools and the colleges.
2. A Committee was authorized to cooperate with the Fraternity Faculty Advisers Council on fraternity matters.
3. The Publicity Program of the University was explained by Mr. Schellenger to the Council. A motion of commendation was passed. The Council recommended to the President that extension of the publicity services of the

University be provided. The new Information Booth in the Administration Building is evidence of this expanding service.

4. The suggestion was made that a faculty committee be established to assist foreign students to adjust themselves to their new surroundings. The President later appointed such a committee, which is functioning at present.

5. The suggestion was made that a careful study be made of the N.Y.A. program in the University. Such a study was completed by Professor Cowley at the direction of the National Youth Administration.

6. A Committee was authorized to experiment in the collection of totalitarian personnel records for 125 students.

7. Members of the Council were invited to attend the meetings of the Association of Deans of Women which were held on the campus.

8. The Council asked that the final analysis of the ten-year achievements of the Junior Council be reported to the Personnel Council for its information.

9. The Fraternity Advisers Council was asked to report its survey of fraternity housing to the Personnel Council Housing Committee so that the Personnel Council may be kept informed.

The chief attention of the Council has been directed towards the following seven topics:

1. Placement service and part-time employment.
2. The University Health Service.
3. The Committee on Education for Friendship, Courtship, and Marriage, and its successor, the Institute for Social Living.
4. The Committee on University Religious Program and the outcome of its efforts, the Religion and Life Week.
5. The Committee on Student Housing.
6. The Committee on the planning and organization of a University Personnel Manual, with its development of the study instituted by Dr. J. E. Bathurst.
7. The Personnel Workers' Seminar.

Placement Service

The attention given placement activities in the University during the past two years is less than that given to it previously by the Council. The Chairman believes that this important activity should not be neglected in the future, and that some degree of coordination should be maintained under the direction and encouragement of the Personnel Council. The interest of the Council in the employment situation of students has been focused on two particulars. These were first, the part-time placement of students and the effect of such work on the student's academic work, and second, the N.Y.A. Program.

In the autumn of 1936 the University assumed the direction of part-time placement of students previously performed by the Ohio Union. Mr. William S. Guthrie was employed for the purpose. Since then he has become associated more directly with the Dean of Men's Office. From time to time he has appeared before this Council and has reported on the nature of his work and some of the problems involved.

A Committee of the Council was appointed to study the employment problem and its effect upon the students and the administration of the University. A Committee composed of Mr. Bennett as Chairman, representing the College Secretaries; Mr. William S. Guthrie, representing the Student Employment Service; Miss Zorbaugh from the Dean of Women's Office; Mr. Jackson from the Junior Council; Professor Ralph Davis, representing the faculty; and Miss Ethyl Woodbury of the Registrar's Office was appointed. This Committee studied the problem with considerable care. The Committee concerned itself chiefly with two problems; first, student employment and its relation to the

counseling of students about their University programs; and second, the strengthening of the cooperation between the part-time employment services of the University and those University and College Offices which are responsible for advising students and approving their programs. The Committee attempted to determine the present status of student employment and to evolve certain principles which should be observed in counseling with employed students. The Committee suggested a number of procedures which might be the basis for developing greater cooperation between employment and counseling agencies.

It is the hope of the Chairman that the Personnel Council will renew its study of this important question from time to time so that trends in the student part-time employment situation may be determined and the effectiveness of the cooperation between the agencies counseling the students and those concerned with the employment function may be improved. The fine work of this Committee should not be allowed to gather dust but some attention should be paid to the recommendations made by the Committee and the Personnel Council.

University Health Service

The study of the health program for University students has been continued informally by the Personnel Council during the past two years. The Committee which had worked so long and with such great success in the first two years of the existence of the Personnel Council was continued. It found little to do since the work of the University Health Council has provided a better agency for the discussion of such questions. The Council received a request from the Fraternity Presidents' Council asking that the University take steps to inspect food handlers in the various fraternities and sororities on the campus. This question was referred to the University Health Council.

A jurisdictional problem developed between the University Health Service and the Department of Speech over the conduct of hearing tests given during Freshman Week. This problem was referred to the University Health Council for investigation and recommendation.

Dr. Wilce has kept the Council informed on the general health status of the University community. During one epidemic, he worked out cooperative arrangements with the Visiting Nurses Association so that ill students might be visited in their rooms and reports received by the University Health Service.

In February, 1938, Dr. Wilce made an extended report on the work of the University Health Service. This report gave the Council a clear picture of the activities involved in the work of the University Health Service and the success it is having in developing cooperative arrangements for the exchange of pertinent information between the personnel officers and the University Health Service. Dr. Wilce also pictured the development needed in this area of the University's work and outlined the possibilities for improving the University Health Service.

The Council approved a suggestion that all students who withdraw from the University on account of poor health should be referred to the Health Service prior to the date of withdrawal. If such an arrangement is not possible the personnel officers should give the Health Service such information as they may have available concerning the case.

Institute for Social Living

Some years ago a joint committee of the Y.M.C.A. and the Y.W.C.A. asked the Personnel Council to study ways and means of providing students with proper information about problems involving the two sexes. A committee was appointed under the leadership of Dean Gaw and careful studies were made of the offerings within the University, the methods used in other universities, and the proper steps to be taken at this University to provide such educational information. Parts of six meetings of the Council were devoted to the discussion of this problem in the years 1936-37 and the topic was under consideration at seven different meetings during the past year. The solution of this problem has been the establishment of an Institute for Social Living under the direction of a subcommittee of the Personnel Council. Professor Denune has been chairman of this subcommittee and taught the Institute during the Autumn and Winter Quarters. A report of the activities of the Institute is included in the minutes. Certain recommendations were made by the Committee for the continuance of this Institute, among which was a recommendation that credit be established for this activity and that it be placed under the general direction of the President's Division. This action is in line with the original purpose of the Personnel Council which provides that the Council shall not perform the actual administration of personnel activities.

It is the hope of the Chairman that this function of the University may be expanded so that it may reach more students and may be properly implemented in order that effective services may be rendered. The work of Professor Denune and his committee is greatly appreciated by the Council and a vote of confidence was extended to him upon the acceptance of the Committee's report.

Religion and Life Week

In the fall of 1936 the joint committee of the Personnel Council and the University Religious Council was continued with instructions to interest itself with problems concerning the religious welfare of the student body. Various programs were proposed which received the attention of the Council from time to time. The Committee was ready to bring a group of religious leaders of other universities to this campus when the suggestion was made that a week of the following academic year be devoted to the consideration of religion as it affected every-day life. The Committee was instructed by the Council to develop the plan and to work with the University Religious Council and others in setting up what was to be known as the "Religion and Life Week." Professor Walker assumed the leadership of this activity and did a very creditable piece of work in conducting this program. Careful reports of a preliminary and final nature were submitted by Professor Walker's Committee to the Personnel Council and it is hoped that the continuation of this important function can be effected.

The excellent publicity received by the University for its initiation of this event and the actual good received by those taking part in the Religion and Life week program make it one of the activities which the chairman hopes will be promoted in the future. He also hopes that the Personnel Council will continue its active interest in developing all phases of the students' religious welfare on this campus.

Committee on the Housing of Students

The Personnel Council voted to continue the Committee on Student Housing in the fall of 1936. Activity in this area of the Council's work has increased

considerably during the past two years. It was necessary to increase the size of the Committee and to include a number of people who were not members of the Council. Cooperative arrangements were established with the Board of Visitors of The Ohio State University Association for the study of this problem and we now feel somewhat assured that solutions are imminent for this pressing University personnel problem. The Dean of Men's Office was successful in its request for assistance to inspect the men's rooming houses and in June, 1937, Mr. Lowell Wrigley was added to the staff of that office. The Personnel Council played its part in recommending this addition to the staff of the Dean of Men's Office and the results apparently have justified the increased expenditure for that purpose. Various surveys have been made by the Dean of Men's Office and the Personnel Council with the cooperation of the Junior Council which showed the actual conditions under which our men students were and are living. Regulations have been established with which rooming houses must comply in order to gain the recognition of the University. With the passing of months stricter regulations have come into operation and better enforcement of the rules is now possible.

The Personnel Council urged that the University's housing plans be based upon some conception of the problems which will arise in the future as well as the present. Out of this has developed the recommendation that men's dormitories be provided. These should materially improve the situation. Plans are now being prepared for the erection of the first of the dormitory units. Encouragement is afforded by a recent law authorizing the issue of dormitory bonds.

The Chairman hopes that the Council will see fit to continue its interest in University housing and pay particular attention in the future to the following student housing problems: low-cost housing for marginal groups; medium-priced housing for students of moderate incomes; a development of the fraternity and sorority situation; and the proper housing of graduate students, married students, and younger members of the University instructional staff. This function of the Council has been one of its most important activities during the past two years. The Chairman has been greatly pleased with the interest shown by the Council in student housing. The hard work performed by many of the members of the Council and others on the Housing Committee is greatly appreciated.

The Bathurst Report

The Chairman and Secretary of the Personnel Council were directed by the Council in December, 1936, to prepare and distribute a pamphlet on the "Study and Nature of Personnel Work." A report was made to the Council and in February, 1937, Professor Cowley was added to the membership of the committee. Further reports were made on the eleventh of March and the eighth of April, 1937, but it was found that the scope of activities would take more time than any of the members of the committee could give to the gathering of data and its proper preparation. In the fall of 1937, Dr. J. E. Bathurst came to the campus on a grant from the General Education Board to study the personnel organization of The Ohio State University. The Personnel Council saw an opportunity to gain considerable information about the functioning of the personnel officers on this campus through cooperative arrangements with Dr. Bathurst. He agreed to make available to the Council the results of his study. A comprehensive survey was undertaken in which the Per-

sonnel Council took an active part. On the evening of Monday, February 14, the Personnel Council, augmented by other personnel officers of the University, gathered in the Faculty Club to hear Dr. Bathurst's report. Dr. Bathurst discussed the eighteen personnel areas in the University from the standpoint of first, administrative responsibility; second, general procedures; and third, his own recommendations for development and change. The report has been the basis for many interesting discussions and out of it has come the appointment of a subcommittee of the Council which has in turn recommended the establishment of a University Testing Service. Other questions raised by the report may very well be the object of study on the part of the Council. Certain data are available from the study made by Dr. Bathurst, which could be used in the development of a Personnel Manual. The compilation of such a Manual and the proper arrangement of the material will require the time of someone who can be relieved from present duties for such time as is necessary to prepare the handbook.

The Bathurst Report was of particular value to the University in that it gave us an opportunity to see ourselves as others see us and caused us all to scrutinize our own activities and the relationship of our activities to those of other personnel officers. If no other values are obtained from this study than those mentioned above, the Chairman feels they justify the study.

Personnel Workers' Seminar

Vice President Morrill and Secretary Felix Held addressed the personnel group in April. At the second meeting of this nature held during the Spring Quarter members of the University personnel staff were privileged to hear Dr. John W. Wilce talk on "The Personnel Work of the University Health Service." This coordinating function is one which has been neglected to a considerable extent by the Personnel Council. Through such seminars the various agencies performing personnel work on this campus may become better acquainted with each other's work and better understandings and more harmonious relationships may be the result. The Chairman recommends that this function of the Personnel Council be continued.

Acknowledgments

The activities of the Council enumerated above could not have been accomplished without the active assistance of the Council's membership and others who have served on its subcommittees. The Chairman gratefully acknowledges the cooperation he has received at all times from the entire committee during the past two years. The sympathetic attitude of President Rightmire and his intense interest in the personnel work of the University have made the work of this Council easy and have permitted it to develop its ideas with utmost confidence.

SUMMARY OF THE FINANCIAL STATEMENT FOR THE YEAR ENDING JUNE 30, 1938

(A complete detailed Financial Report for the year ending June 30, 1937, is printed in separate form and may be had upon application).

THE OHIO STATE UNIVERSITY OFFICE OF THE BOARD OF TRUSTEES

Columbus, Ohio, July 1, 1938

HON. HARRY A. CATON,
*Chairman of Board of Trustees,
The Ohio State University.*

DEAR SIR:

The financial statement presented herein is that part of the Annual Report of the Board of Trustees to the Governor of Ohio, which shows the financial condition of The Ohio State University for the fiscal year ended June 30, 1938.

CARL E. STEEB,
Secretary.

Consolidated Statement

BALANCE SHEET

		ASSETS	
Current Assets			
Cash—General	\$	51,981.32	
Cash—Restricted		458,682.43	
Cash—Student Aid		5,227.93	
		<hr/>	\$ 515,891.68
Deposits			454.00
Inventories			343,834.42
State Appropriations			1,885,367.64
			<hr/>
			\$ 2,745,547.74
Investment Assets			
State Treasurer (Endowments)	\$	1,572,800.29	
University Treasurer (Endowments)		1,200.00	
University Treasurer (Trust Funds)		14,798.15	
		<hr/>	\$ 1,588,798.44
Educational Plant			
Lands	\$	2,437,164.31	
Land Improvements		1,559,969.72	
Ohio Stadium		1,803,596.01	
Buildings		11,318,359.34	
Equipment of Departments		6,551,013.06	
		<hr/>	\$23,670,102.44
Total Assets			<hr/>
			\$28,004,448.62

LIABILITIES

Current Funds	\$ 860,180.10	
Contingent Funds (State Appropriations)....	1,885,367.64	
	<hr/>	\$ 2,745,547.74
Principal of Endowment Funds		
Funds for General Purposes.\$ 969,268.58		
Funds for Designated		
Purposes	604,731.71	
	<hr/>	\$ 1,574,000.29
Trust Funds	\$ 14,798.15	
	<hr/>	\$ 1,588,798.44
Investment in Physical Plant.....		\$23,670,102.44
		<hr/>
Total Liabilities		\$28,004,448.62

INCOME AND EXPENDITURES

Cash Balance July 1, 1937.....		\$ 813,672.53
Total Income for Year.....	\$ 8,374,485.12	
Less funds paid to State Treasurer and not available for the University.....	1,685.24	
	<hr/>	
Total Available Income.....	\$ 8,372,799.88	
Total Expenditures for Year.....	8,670,580.73	
	<hr/>	
Deficit for the Year.....		\$ 297,780.85
		<hr/>
Cash Balance June 30, 1938.....		\$ 515,891.68

Income

INCOME FROM STUDENTS:		
Tuition and incidental fees.....	\$ 1,017,463.70	
	<hr/>	\$ 1,017,463.70
INCOME FROM ENDOWMENTS:		
For general purposes.....	13,045.88	
For designated purposes.....	23,032.83	
	<hr/>	36,078.71
FEDERAL AID:		
Land-grant Act of July 2, 1862.....	31,450.60	
Land-grant—Virginia Military Lands....	13,643.45	
Additional Aid—Acts of Aug. 30, 1890, and March 4, 1907.....	124,189.52	
Agricultural Extension Work — Acts of May 8, 1914, July 24, 1919, and January 17, 1928	562,671.13	
	<hr/>	731,954.70
STATE AID:		
Current Expenses	3,240,309.25	
Capital Improvements	36,986.82	
Agricultural Extension	222,670.43	
	<hr/>	3,499,966.50
GIFTS FOR CURRENT EXPENSES:		
For designated purposes.....	226,151.16	
	<hr/>	226,151.16
INCOME FROM OTHER SOURCES:		
Agricultural Extension		
Boys' and Girls' Club Work.....	4,302.01	
County Agents' Funds from Counties....	199,043.20	
Farmers' Institute Funds from Counties..	15,050.00	
Rotary	3,486.96	
	<hr/>	221,882.17

Departmental Earnings

Applied Optics	5,453.92
Clinic	3,601.48
Dental Clinic	36,111.58
Dispensaries	2,690.05
Engineering Experiment Station	2,369.65
Farm Rotary	135,983.99
Lantern	8,888.05
Laundry	5,360.84
Mechanics	21,619.98
Ohio Biological Survey	272.53
Starling-Loving Hospital	202,681.10
University Publications	3,615.80
Veterinary Clinic	13,312.04

441,961.01

For Designated Purposes

Abstract Fees	9,152.50
Class of 1931—Interest on Gift	11.23
Commutation of Uniforms	33,476.25
Home Economics Nursery	1,975.43
*Miscellaneous Sales	1,683.24
Muellhaupt Estate	16.00
Physical Education Fee	18,500.00
Return of Loans	2,213.04
State Board of Education (Smith-Hughes)	74,420.14
Student Activities	59,986.00
Transcripts of Records	1,430.00
University Health Service	52,668.00
*Virginia Military Lands	2.00

255,533.83

Total Educational and General.....

6,430,991.78

DORMITORIES AND DINING HALLS:

Alumnae Cooperative House	5,431.46
Men's Cooperative Dormitories	40,402.91
Pomerene Refectory	104,698.80
Residence Halls for Women	160,081.44
Stone Laboratory Dining Hall	3,377.33
University Schools Dining Hall	15,257.55
Grace Graham Walker House	2,810.08

332,059.57

COMMERCIAL ACCOUNTS:

Book Store	178,800.47
Meats Department	63,642.98
Photograph Department	8,381.70
Print Shop	78,017.78
Telephone Account	30,972.47
Warehouse	642,607.78

1,002,423.18

SUBSIDIARY COMMERCIAL ACCOUNTS:

Dairy Department—Official Testing	12,373.53
Journal of Higher Education	6,022.12

18,395.65

ATHLETIC DEPARTMENT	590,614.94
---------------------------	------------

590,614.94

Total Income	8,374,485.12
Less funds (*) paid to State Treasurer and not available for the University...	1,685.24

Total Available Income.....

8,372,799.88

EXPENSES:

Classified Expenditures

Salaries	\$ 4,904,379.52	
Wages	179,876.94	
Other Services	25,866.79	
Boys' and Girls' Club Work.....	3,950.54	
Coal and Gas.....	122,833.61	
Feeding Supplies	25,967.43	
Field Work—Agricultural Extension....	145,985.68	
Food Supplies	80,757.71	
Freight and Cartage.....	5,829.15	
General Supplies	206,499.28	
Light, Power, Water.....	39,370.18	
Medical and Hospital Supplies.....	88,985.38	
Printing	46,260.00	
Refunds—Military Uniforms	34,003.00	
Rent	18,445.60	
Repairs to Equipment.....	22,653.32	
Scholarships and Student Aid.....	32,623.41	
Scientific and Educational Supplies.....	134,455.48	
State Teachers' Retirement Fund.....	64,000.00	
Stationery and Office Supplies.....	105,488.05	
Telephone and Telegraph.....	39,458.62	
Travel	24,667.97	
Not elsewhere Classified	35,631.63	
Total Expenses		6,387,989.29

EQUIPMENT:

Apparatus	49,463.07	
Books	57,652.98	
Furniture and Office Equipment.....	46,885.79	
Livestock	12,219.28	
Machinery and Tools.....	18,858.34	
Total Equipment		185,079.46

LANDS	325.87	
NEW BUILDINGS	54.00	
ADDITIONS TO BUILDINGS.....	75,941.73	
IMPROVEMENTS	8,270.00	
Total		84,591.60

Total Educational and General..... 6,657,660.35

DORMITORIES AND DINING HALLS:

Alumnae Cooperative House.....	5,220.12	
Men's Dormitories	43,690.14	
Pomerene Refectory	96,889.99	
Residence Halls for Women.....	155,933.08	
Stone Laboratory Dining Hall.....	2,638.81	
University Schools Dining Hall.....	14,276.39	
Grace Graham Walker House.....	2,730.27	
Total Dormitories and Dining Halls..		321,378.80

COMMERCIAL:

Bookstore	176,526.50	
Meats Department	62,349.46	
Photograph Department	8,970.67	
Print Shop	86,575.37	
Telephone Account	31,287.92	
Warehouse	632,414.26	
Total Commercial		998,124.18

SUBSIDIARY COMMERCIAL:

Dairy Dept.—Official Testing.....	12,228.57
Journal of Higher Education.....	5,952.39

Total Subsidiary Commercial..... 18,180.96

ATHLETIC DEPARTMENT 669,236.44

MUELLHAUPT ESTATE — TRANSFERRED TO INVESTMENT 6,000.00

Total Expenditures \$ 8,670,580.73

BALANCE SHEET

June 30, 1938

ASSETS

CURRENT ASSETS:

Cash in bank and on hand for current expense.....	\$ 515,891.68
Deposits	454.00
Inventories	343,834.42
Auditor of State, Special Appropriations.....	1,885,367.64

INVESTMENT ASSETS:

State Treasurer (irreducible debt of the State).....	1,572,800.29
Ohio State University Treasurer.....	15,998.15

EDUCATIONAL PLANT:

Lands and Land Improvements.....	5,800,730.04
Buildings	11,318,359.34
Equipment of Departments.....	6,551,013.06

Total Assets 28,004,448.62

LIABILITIES

CURRENT FUNDS 860,180.10

CONTINGENT FUNDS:

Special State Appropriations..... 1,885,367.64

PRINCIPAL OF ENDOWMENT FUNDS:

Funds for General Purposes, Invested.....	969,268.58
Funds for Special Purposes, Invested.....	604,731.71

TRUST FUNDS 14,798.15

INVESTMENT IN PHYSICAL PLANT..... 23,670,102.44

Total Liabilities \$28,004,448.62

Gifts for General and Designated Purposes

The following items are turned into the State Treasury to the credit of Rotary Funds for use by the University:

From Whom	Purpose	Amount
William R. Kenan, Jr.....	Experimental work in the College of Dentistry with the Dept. of Agricultural Chemistry	\$ 500.00
W. W. Kincaid.....	Fellowship in Research Surgery.....	500.00
Fred Lazarus, Jr.....	Social Administration Expense.....	500.00
Fred Lazarus, Jr.....	Visiting Professor of Economics.....	666.66
Robert Lazarus	Visiting Professor of Economics.....	666.66
Simon Lazarus	Visiting Professor of Economics.....	666.66
Eli Lilly Co.....	Fellowship in Bacteriology.....	1,500.00
Earl N. Manchester, Librarian.....	Purchase of Books.....	104.94
Mahoning County Mothers' Club.....	Student Loan Fund.....	50.00
Makio	Student Loan Fund.....	620.52
Michigan Tool Co.....	Research in Mechanical Engineering.....	260.00
Military Student Aid.....	Student Loan Fund.....	54.85

<i>From Whom</i>	<i>Purpose</i>	<i>Amount</i>
M. & R. Dietetic Laboratories.....	Fellowship in Research Medicine and Equipment	500.00
National Aluminate Corporation.....	Fellowship in Chemistry.....	900.00
National Association Insecticide and Disinfectant Manufacturers	Investigate methods of testing liquid household insecticides against crawling insects	1,200.00
National Paving Brick Association.....	Investigation of paving fillers, micro-structure studies and other matters....	2,639.96
Ohio Division of Conservation.....	Wildlife Research Program.....	6,000.00
Ohio Division of Conservation.....	Franz Theodore Stone Laboratory.....	6,000.00
Ohio Federation of Women's Clubs.....	Pan-American Scholarship	800.00
Ohio Union Board of Overseers.....	Ohio Union Building Addition.....	15,000.00
Ohio Public Health Association.....	Fellowship in Sociology.....	300.00
Bequest of Edward Orton, Jr.....	Research in Ceramics.....	750.00
Ohio Seed Improvement Association.....	Fellowship in Agronomy.....	1,290.00
Ohio Trade Executive Association.....	For distribution of proceedings of the Conference	43.53
Ohio Wesleyan University.....	Perkins Observatory	5,300.00
Payne Fund, Inc.....	Research in Education.....	7,335.00
Willard Porter	Phonetics Equipment	10.00
Procter and Gamble Company.....	Investigate the nutritional value of fats.....	4,280.00
Procter and Gamble Company.....	Investigation of Alkyl Sulphate with and without a polishing agent.....	1,101.00
Procter and Gamble Company.....	Investigation of Dermatological Action of Soap	590.00
Procter and Gamble Company.....	Fellowship in Chemistry.....	1,000.00
Progressive Education Association.....	Commission on Relation of Schools and Colleges	10,466.67
Progressive Education Association.....	Research in College of Education.....	42,114.14
Pullman Company	Scholarship in Animal Husbandry.....	250.00
Research Foundation	Expenses for Industrial Research Program	835.00
O. D. Rieckly	Welding Conference	55.00
Rockefeller Foundation	Radio Evaluation Study.....	36,500.00
Rockefeller Foundation	Research in Physiology.....	7,500.00
Rockefeller Foundation	Foreign Language Short Wave Study.....	3,000.00
Roses, Inc.	Establish a fellowship with research with roses	500.00
O. M. Scott and Sons.....	Fellowship in Agronomy.....	500.00
Sears-Roebuck and Co.....	Scholarships in College of Agriculture.....	2,500.00
Sherwin-Williams Co.	Investigation of insecticides.....	7,127.40
Mrs. R. H. Simpson.....	Robert H. Simpson Memorial Prize.....	150.00
S. M. A. Corporation.....	Aid the Department of Bacteriology in acquiring the portraits of leading scientists	100.00
Stark Ceramics	Investigation of Glazed Brick.....	1,341.66
Chas. C. Stillman.....	Social Administration Scholarship.....	100.00
Julius F. Stone.....	Purchase of cyclotron.....	10,000.00
Student Court Fines.....	Student Loan Fund.....	1,878.80
Student Senate	Amplifying System	225.00
Summit County Mothers' Club.....	Student Loan Fund.....	50.00
Sun Dial	Student Loan Fund.....	448.25
Tappan Stove Co.....	Research in College of Engineering.....	10.48
H. A. Toulmin, Jr.....	Investigation of Gums, Waxes and Rubber-Like Products from Fungi and Micro-organisms	1,646.91
Treasurer of United States.....	Soil Conservation Service.....	2,080.00
United Engineering and Foundry Co.....	Research in Mechanical Engineering.....	130.00
Univis Lens Co.....	Investigation of the development of eye-glasses with the possible utilization of a plastic lens and the use of outer surfaces of glass.....	600.00
U. S. Potters Association.....	Investigation of Commercial Dinnerware Bodies and Glazes.....	2,089.62
U. S. Steel Corporation.....	Research in College of Engineering.....	457.50
Wallace and Tiernan Products, Inc.....	Investigation of the bacteriology of infected and presumably non-infected human tissue	450.00
Women's Panhellenic Association.....	Home Economic equipment.....	25.00
TOTAL.....		\$226,151.16

APPENDIX I

ACADEMIC YEAR 1937-1938—SUMMARY BY CLASSES AND COLLEGES

	FRESHMAN			SOPHOMORE			JUNIOR			SENIOR			FIFTH YEAR			SPECIAL			IRREGULAR			TOTAL		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
Agriculture	328	149	477	284	133	417	179	123	302	218	100	318	..	..	..	2	..	2	15	14	29	1026	519	1545
Arts	711	306	1017	424	157	581	347	112	459	307	161	468	..	..	..	5	3	8	13	2	15	1807	741	2548
Arts-Education ..	2	6	8	3	17	20	8	20	28	8	25	33	..	..	..	..	..	..	..	..	..	21	68	89
Commerce	661	143	804	584	101	685	423	99	522	348	97	445	..	..	..	10	1	11	7	2	9	2033	443	2476
Education	196	397	593	178	388	566	169	333	502	230	378	608	..	87	87	5	33	38	50	149	199	828	1765	2593
Engineering	617	3	620	633	5	638	359	6	365	308	2	310	13	1	14	7	..	7	14	1	15	1951	18	1969
Optometry	35	3	38	32	6	38	24	2	26	34	2	36	..	..	..	..	..	..	5	..	5	130	13	143
Pharmacy	57	8	65	48	5	53	50	7	57	49	4	53	..	..	..	..	..	..	5	..	5	209	24	233
	2607	1015	3622	2186	812	2998	1559	702	2261	1502	769	2271	13	88	101	29	37	66	109	168	277	8005	3591	11596

PROFESSIONAL COLLEGES

Dentistry	56	....	56	39	1	40	56	...	56	40	...	40	..	..	..	..	..	..	..	..	..	191	1	192
Law	79	1	80	67	5	72	76	4	80	....	...	....	..	..	..	..	..	..	..	..	..	222	10	232
Medicine	77	3	80	72	5	77	76	6	82	88	3	91	..	..	..	..	..	..	..	..	..	313	17	330
Vet. Med.	68	....	68	57	...	57	47	1	48	57	...	57	..	..	..	..	..	..	..	..	..	229	1	230
	280	4	284	235	11	246	255	11	266	185	3	188	..	..	..	..	..	..	..	..	..	955	29	984
Total	2887	1019	3906	2421	823	3244	1814	713	2527	1687	772	2459	13	88	101	29	37	66	109	168	277	8960	3620	12580
Graduate School																						1168	462	1630
Less Graduate Duplicates																						10128	4082	14210
																						15	2	17
Grand Total																						10113	4080	14193

YEAR COUNT—1937-1938

	ACADEMIC YEAR			SUMMER QUARTER			TOTAL ACADEMIC YR. AND SUMMER QUARTER			SUMMER QUARTER DUPLICATES			FISCAL YEAR		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
Agriculture	1026	519	1545	71	149	220	1097	668	1765	49	67	116	1048	601	1649
Arts	1807	741	2548	267	119	386	2074	860	2934	157	45	202	1917	815	2732
Arts-Education	21	68	89	5	14	19	26	82	108	2	13	15	24	69	93
Commerce	2033	443	2476	264	93	357	2297	536	2833	167	55	222	2130	481	2611
Dentistry	191	1	192	2	....	2	193	1	194	2	....	2	191	1	192
Education	828	1765	2593	263	1165	1428	1091	2930	4021	115	348	463	976	2582	3558
Engineering	1951	18	1969	307	1	308	2258	19	2277	256	2	258	2002	17	2019
Law	222	10	232	53	3	56	275	13	288	27	2	29	248	11	259
Medicine	313	17	330	....	....	....	313	17	330	....	....	....	313	17	330
Optometry	130	13	143	13	4	17	143	17	160	11	3	14	132	14	146
Pharmacy	209	24	233	31	5	36	240	29	269	21	5	26	219	24	243
Veterinary Medicine	229	1	230	2	....	2	231	1	232	2	....	2	229	1	230
Total	8960	3620	12580	1278	1553	2831	10238	5173	15411	809	540	1349	9429	4633	14062
Graduate School	1168	462	1630	1578	856	2434	2746	1318	4064	387	122	509	2359	1196	3555
Total	10128	4082	14210	2856	2409	5265	12984	6491	19475	1196	662	1858	11788	5829	17617
Less Grad. Duplicates	15	2	17	4	2	6	19	4	23	....	....	....	19	4	23
Number who changed Colleges during the Year	10113	4080	14193	2852	2407	5259	12965	6487	19452	1196	662	1858	11769	5825	17594
TOTAL	10113	4080	14193	2852	2407	5259	12965	6487	19452	1317	724	2041	11648	5763	17411

YEAR SUMMARY—1937-1938

CURRENT TOTAL				SUMMER QUARTER DUPLICATES		
Colleges	Men	Women	Total	Men	Women	Total
Agriculture	1026	519	1545	49	67	116
Arts	1807	741	2548	157	45	202
Arts-Education	21	68	2476	2	13	15
Commerce	2033	443	2476	167	55	222
Dentistry	191	1	192	2	....	2
Education	828	1765	2593	115	348	463
Engineering	1951	18	1969	256	2	258
Law	222	10	232	27	2	29
Medicine	313	17	330	....	....	....
Optometry	130	13	143	11	3	14
Pharmacy	209	24	233	21	5	26
Veterinary Medicine	229	1	230	2	....	2
Graduate	1168	462	1630	387	122	509
Total	10128	4082	14210	1196	662	1858
Duplicates in Graduate School.....	15	2	17	....	....	....
TOTAL	10113	4080	14193	1196	662	1858
Number Who Changed Colleges.....				121	62	183
TOTAL DUPLICATES				1317	724	2041

GRAND YEAR TOTAL			
	<i>Men</i>	<i>Women</i>	<i>Total</i>
Current Total	10113	4080	14193
Summer Quarter (including Stone Laboratory)....	2852	2407	5259
Less Summer Quarter Duplicates...	12965	6487	19452
	1317	724	2041
GRAND NET TOTAL.....	11648	5763	17411
Winter Courses in Agr. (not included)	1307	146	1453
Auditors (not included).....	6	19	25

No Commerce Extension

ENROLLMENT BY STATES AND COUNTRIES

YEAR SUMMARY 1937-1938

<i>State</i>	<i>Academic Year</i>	<i>Summer Quarter</i>	<i>Summer Quarter Duplicates</i>	<i>Fiscal Year</i>
Alabama	8	2	....	10
Arizona	2	1	1	2
Arkansas	3	2	....	5
California	10	3	....	13
Colorado	6	3	2	7
Connecticut	19	5	1	23
Delaware	1	1	1	1
District of Columbia.....	9	....	....	9
Florida	15	9	4	20
Georgia	8	7	1	14
Idaho	2	4	2	4
Illinois	40	22	10	52
Indiana	82	25	8	99
Iowa	12	14	1	25
Kansas	15	13	4	24
Kentucky	29	11	3	37
Louisiana	5	9	2	12
Maine	4	4	1	7
Maryland	16	5	1	20
Massachusetts	41	8	6	43
Michigan	36	70	9	97
Minnesota	10	5	3	12
Mississippi	4	1	1	4
Missouri	13	10	1	22
Montana	4	4	1	7
Nebraska	6	2	2	6
Nevada .....	....	1	....	1
New Hampshire	8	4	1	11
New Jersey	72	8	5	75
New Mexico	2	....	....	2
New York	302	40	22	320
North Carolina	8	6	3	11
North Dakota	5	2	2	5
Ohio	12,991	4,782	1,883	15,890
Oklahoma	4	7	2	9
Oregon	4	1	....	5
Pennsylvania	175	56	25	206
Rhode Island	5	....	....	5
South Carolina	4	2	....	6
South Dakota	4	....	....	4
Tennessee	15	3	2	16
Texas	13	11	....	24
Utah	3	....	....	3
Vermont	2	....	....	2
Virginia	26	14	7	33
Washington	5	....	....	5
West Virginia	75	61	13	123
Wisconsin	17	4	2	19
Wyoming	2	....	....	2
	14,142	5,242	2,032	17,352

ENROLLMENT BY STATES AND COUNTRIES (Continued)

<i>Country</i>	<i>Academic Year</i>	<i>Summer Quarter</i>	<i>Summer Quarter Duplicates</i>	<i>Fiscal Year</i>
Canada	10	3	2	11
Canal Zone	1	....	....	1
Costa Rica	1	....	....	1
China	13	6	5	14
Cuba	4	1	1	4
Egypt .....	....	....	....	....
England	1	....	....	1
France .....	....	1	....	1
Germany	2	2	1	3
Hawaii	4	1	....	5
Japan	2	....	....	2
Nova Scotia	2	....	....	2
Palestine	1	....	....	1
Philippine Islands	1	2	....	3
Puerto Rico	2	1	....	3
Switzerland	2	....	....	2
Turkey	1	....	....	1
Dominican Republic	1	....	....	1
Austria	1	....	....	1
India	2	....	....	2
Total Countries	51	17	9	59
Total States	14,142	5,242	2,032	17,352
TOTAL	14,193	5,259	2,041	17,411

ENROLLMENT IN OHIO BY COUNTIES

<i>County</i>	<i>Academic Year</i>	<i>Summer Quarter</i>	<i>Summer Quarter Duplicates</i>	<i>Fiscal Year</i>
Adams	14	10	4	20
Allen	119	61	13	167
Ashland	53	23	2	74
Ashtabula	131	40	12	149
Athens	47	20	5	62
Auglaize	66	26	10	82
Belmont	161	53	20	199
Brown	16	12	2	26
Butler	79	25	9	95
Carroll	31	14	6	39
Champaign	53	26	12	67
Clark	156	45	15	186
Clermont	23	12	5	30
Clinton	32	27	5	54
Columbiana	144	42	16	170
Coshocton	55	26	7	74
Crawford	97	63	19	141
Cuyahoga	1,333	223	101	1,460
Darke	65	26	11	80
Defiance	40	26	11	55
Delaware	103	63	25	151
Erie	114	34	14	134
Fairfield	140	84	32	192
Fayette	60	27	7	80
Franklin	4,515	1,404	805	5,114
Fulton	38	23	7	59
Gallia	48	35	8	75
Geauga	34	14	6	42
Green	62	46	5	103
Guernsey	69	40	14	95

ENROLLMENT IN OHIO BY COUNTIES (Continued)

	Academic Year	Summer Quarter	Summer Quarter Duplicates	Fiscal Year
Hamilton	163	46	15	194
Hancock	76	58	15	119
Hardin	55	41	12	84
Harrison	35	24	8	51
Henry	47	14	2	59
Highland	56	30	9	77
Hoeking	29	13	3	39
Holmes	25	16	5	36
Huron	59	24	6	77
Jackson	53	34	5	82
Jefferson	109	57	16	150
Knox	89	38	11	116
Lake	94	20	6	108
Lawrence	56	16	9	63
Licking	193	98	22	269
Logan	93	44	13	124
Lorain	133	41	13	161
Lucas	196	69	20	245
Madison	72	35	12	95
Mahoning	372	93	36	429
Marion	123	49	19	153
Medina	54	18	3	69
Meigs	40	15	6	49
Mercer	37	13	5	45
Miami	63	36	8	91
Monroe	33	8	2	39
Montgomery	253	85	35	303
Morgan	22	14	4	32
Morrow	42	27	3	66
Muskingum	166	64	25	205
Noble	33	29	5	57
Ottawa	28	12	6	34
Paulding	21	18	4	35
Perry	64	28	6	86
Pickaway	92	38	10	120
Pike	18	10	2	26
Portage	62	33	9	86
Preble	37	11	6	42
Putnam	36	23	7	52
Richland	106	75	15	166
Ross	90	36	15	111
Sandusky	83	43	11	115
Scioto	150	62	21	191
Seneca	68	46	11	103
Shelby	32	20	5	47
Stark	321	105	39	387
Summit	248	68	35	281
Trumbull	157	51	11	197
Tuscarawas	120	57	20	157
Union	82	39	9	112
Van Wert	51	32	14	69
Vinton	10	8	4	14
Warren	16	8	...	24
Washington	57	36	14	79
Wayne	134	69	25	178
Williams	51	28	13	66
Wood	43	48	7	84
Wyandot	40	19	3	56
TOTAL	12,991	4,782	1,883	15,890

RELIGION OF STUDENTS YEAR 1937-1938

<i>Religion</i>	<i>Academic Year</i>	<i>Summer Quarter</i>	<i>Summer Quarter Duplicates</i>	<i>Fiscal Year</i>
Advent Christian .....	....	1	....	1
African Methodist	31	19	5	45
Agnostic .....	....	....	....	....
Anglican	3	1	1	3
Atheist	1	....	....	1
Baptist	482	233	70	645
Brethren	55	35	9	81
Catholic	1,427	328	185	1,570
Christian	225	98	29	294
Christian Congregational	37	12	5	44
Christian Science	174	27	11	190
Church of Christ.....	285	133	42	376
Church of God.....	23	13	4	32
Church of the Second Advent.....	....	....	....	....
Community	152	30	16	166
Congregational	413	156	65	504
Disciple	53	25	9	69
Dunkard	1	....	....	1
Episcopal	546	175	69	652
Evangelical	175	78	21	232
Evangelical Protestant	9	2	1	10
Evangelical Reformed	62	16	6	72
Federated	3	2	....	5
Free Thinker .....	....	....	....	....
Friends	44	29	7	66
Gethsemane B. C. ....	....	....	....	....
Greek Orthodox	41	8	6	43
Independent Protestant	6	1	1	6
International Bible Students.....	....	....	....	....
Jewish	1,104	92	57	1,139
Judaism	4	....	....	4
Lutheran	800	322	100	1,022
Latter Day Saints.....	9	6	3	12
Mennonite	31	35	7	59
Methodist Episcopal	3,532	1,566	525	4,573
Methodist Protestant	81	29	10	100
Mission	3	1	....	4
Moravian	8	2	....	10
Mormon .....	....	....	....	....
Nazarene	3	3	1	5
New Thought	2	....	....	2
Non-Sectarian	7	1	1	7
People of Truth.....	1	....	....	1
Presbyterian	1,759	712	236	1,235
Protestant	223	67	28	262
Protestant Episcopal	12	6	2	16
Reformed	185	89	31	243
Reformed Jewish	30	3	2	31
Russian Orthodox	2	2	....	4
Serbian Orthodox	2	....	....	2
Seventh Day Adventists.....	5	5	....	10
Southern Methodist .....	....	1	....	1
Spiritualist	1	....	....	1
Swedenborgian	1	2	....	3
Swedish Mission .....	....	....	....	....
Syrian Orthodox	2	....	....	2
Union	15	8	1	22
Unitarian	33	9	7	35
United Brethren	284	128	39	373

RELIGION OF STUDENTS (Continued)

Religion	Academic Year	Summer Quarter	Summer Quarter Duplicates	Fiscal Year
United Evangelical .....	.....	.....	.....	.....
United Presbyterian	130	74	18	186
Universalist	12	7	1	18
Zionist	3	.....	.....	3
Roumanian Orthodox	3	.....	.....	3
Interdenominational	3	.....	.....	3
Moslem	1	.....	.....	1
Dutch Reformed	1	.....	.....	1
None Given	1,653	667	410	1,910
TOTAL	14,193	5,259	2,041	17,411

OCCUPATIONS OF PARENTS OR GUARDIANS
YEAR 1937-1938

Occupations	Academic Year	Summer Quarter	Summer Quarter Duplicates	Fiscal Year
Accountants, Auditors, Cashiers, and Book-keepers	257	62	35	284
Advertising	22	4	1	25
Architects, Draftsmen	65	11	4	72
Army and Navy.....	41	15	13	43
Artisan	13	5	3	15
Attorneys, Judges, Statesmen, and Politicians..	222	58	30	250
Auctioneers	3	1	....	4
Authors, Writers, and Lecturers.....	4	3	2	5
Automobile Dealers	70	14	2	82
Bakers, Confectioners	42	12	4	50
Bankers, Finance	99	30	15	114
Barbers, Beauty Culturists.....	64	12	5	71
Blacksmiths	16	6	2	20
Brewers and Bartenders.....	6	1	1	6
Brokers, Investment Securities.....	71	8	5	74
Bricklayers	16	3	2	17
Business	102	35	14	123
Business Executives	163	28	14	177
Butchers, Meat Dealers	46	7	2	51
Cantors	2	....	....	2
Carpenters, Cabinet Makers.....	132	61	17	176
Chauffeurs	6	....	....	6
Chefs, Cooks, Caterers.....	28	1	....	29
Chemists	32	7	5	34
Clergymen, Rabbi	139	114	31	222
Coal, Ice, and Lumber.....	84	24	13	95
Contractors	219	62	29	252
Dairy and Creamery.....	83	14	4	93
Decorators, Painters	71	18	8	81
Dentists	128	22	13	137
Designers, Commercial Artists.....	18	4	3	19
Detectives	7	....	....	7
Druggists, Pharmacists	90	22	16	96
Dry Cleaners, Pressers	23	2	....	25
Electricians	75	13	5	83
Engineers (Professional)	404	117	57	464
Engineers (Stationary)	67	18	4	81
Farmers and Ranchers.....	1,614	835	226	2,223
Fishermen .....	.....	....	....	....
Florists, Gardeners	77	34	8	103
Foremen, Supervisors, Superintendents.....	246	62	26	232
Fruit Dealers	21	4	1	24

OCCUPATIONS OF PARENTS (Continued)

	Academic Year	Summer Quarter	Summer Quarter Duplicates	Fiscal Year
Furriers	11	1	....	12
Garage, Repairing	36	9	3	42
Glassworkers	15	5	2	18
Government, State, County, and City Employees	463	136	73	526
Grain, Hay, and Flour.....	37	11	2	46
Grocers	144	42	20	166
Hotel and Restaurant Owners and Employees..	117	25	16	126
Importers	4	....	....	4
Inspectors	51	12	8	55
Insurance (Salesmen and Claim Examiners)...	218	49	23	244
Interior Decorators	31	7	2	36
Iron and Steel Workers.....	127	28	14	141
Janitors and Maids.....	65	22	5	82
Jewelers and Watchmakers.....	56	6	1	61
Jobbers and Purchasing Agents.....	54	9	5	58
Journalists	48	4	2	50
Junk Dealers	48	4	2	50
Laborers	156	48	17	187
Laundrymen	22	6	4	24
Librarians	5	3	1	7
Livestock Dealers	29	6	2	33
Machinists	174	48	19	203
Managers	292	62	26	328
Manufacturers	158	35	15	178
Mechanics	80	27	10	97
Merchants	539	111	49	601
Metal Trades	48	12	4	56
Millworkers, Shopworkers	117	16	11	122
Mine Operators and Miners.....	32	15	4	43
Missionaries	6	1	....	7
Musical Instruments	13	2	1	14
Musicians, Artists	32	9	5	36
Nurses and Attendants.....	43	16	7	52
Oil Industry	81	24	10	95
Opticians, Optometrists	42	3	3	42
Osteopaths, Chiropodists, Chiropractors.....	9	3	2	10
Photographers	18	5	3	20
Physicians, Surgeons	236	62	29	269
Plumbers	54	20	9	65
Potters	22	10	5	27
Poultrymen	26	6	2	30
Printers, Publishers	80	14	7	87
Public Utilities	36	11	4	43
Quarry and Cement.....	17	7	3	21
Radio	8	....	....	8
Railway Employees	476	146	65	557
Real Estate	132	44	23	153
Research Workers	34	6	4	36
Retired	313	269	65	517
Roofers, Tinnern	15	8	3	20
Rubber Workers	18	3	1	20
Sailors	3	1	....	4
Salesmen	681	159	87	753
School Officials	544	181	83	642
Secretaries, Stenographers, Clerks	180	42	23	194
Shoe and Leather Workers.....	43	7	4	46
Social Workers and Housemothers.....	39	18	12	45
Students	12	....	....	12
Tailors, Seamstresses, Milliners.....	113	17	12	118
Telephone, Telegraph	72	16	8	80

OCCUPATIONS OF PARENTS (Continued)

	Academic Year	Summer Quarter	Summer Quarter Duplicates	Fiscal Year
Toolmakers, Diemakers	53	10	4	59
Theatre and Recreation	44	7	2	49
Traffic Managers	13	2	....	15
Transportation	76	16	4	88
Undertakers	29	9	4	34
Unemployed	21	15	5	31
Upholsterers	3	1	1	3
Veterinarians	83	9	4	88
Watchmen, Sextons.....	21	13	5	29
Well Drillers	7	1	....	8
Wholesale	48	14	1	61
Y.M.C.A., Y.W.C.A., Religious Workers.....	12	5	5	12
Mothers with no Occupation.....	1,191	613	211	1,593
None Given or Deceased.....	1,129	926	350	1,705
TOTAL	14,193	5,259	2,041	17,411

APPENDIX II

BOARD OF TRUSTEES—1937-1938

LAWRENCE E. LAYBOURNE, Springfield.....	May 14, 1921	May 13, 1938
HARRY A. CATON, Coshocton.....	May 14, 1925	May 13, 1939
M. EDITH CAMPBELL, Cincinnati.....	June 9, 1933	May 13, 1940
HERBERT S. ATKINSON, Columbus.....	Mar. 17, 1925	May 13, 1941
NEWTON D. BAKER, Cleveland.....	Dec. 21, 1932	Nov. 3, 1937
LOCKWOOD THOMPSON, Cleveland.....	Jan. 27, 1938	May 13, 1942
DR. BURRELL RUSSELL, New Philadelphia.....	Dec. 10, 1936	May 13, 1943
JULIUS F. STONE, Columbus.....	Mar. 17, 1925	July 12, 1937
DR. C. J. ALTMAIER, Marion.....	July 13, 1937	May 13, 1944
CARLTON S. DARGUSCH, Columbus.....	May 14, 1938	May 13, 1945

OFFICERS

LAWRENCE E. LAYBOURNE, Chairman until May 13, 1938
HARRY A. CATON, Chairman from May 14, 1938
HARRY A. CATON, Vice-Chairman until May 13, 1938
M. EDITH CAMPBELL, Vice-Chairman from May 14, 1938
CARL E. STEEB, Secretary
CHARLES F. KETTERING, Treasurer

Julius F. Stone elected Chairman-Emeritus on November 8, 1937
Julius F. Stone also served as a member from May 13, 1909, to March 21, 1917
Lockwood Thompson succeeded Newton D. Baker who resigned November 3, 1937
Dr. C. J. Altmaier succeeded Julius F. Stone
Carlton S. Dargusch succeeded Lawrence E. Laybourne

ADMINISTRATIVE OFFICERS

For the year ending June 30, 1938

GEORGE W. RIGHTMIRE.....	<i>President</i>
Office—Administration Building, UN-3148; Campus 312.	
Residence—Ohio State University Campus, UN-3148; Campus 274.	
JAMES LEWIS MORRILL.....	<i>Vice-President</i>
Office—Administration Building, UN-3148; Campus 628.	
Residence—459 West Eighth Avenue, UN-9427.	
CARL E. STEEB.....	<i>Secretary of the Board of Trustees and Business Manager</i>
Office—Administration Building, UN-3148; Campus 332.	
Residence—198 West Eleventh Avenue, UN-4732.	
GEORGE W. ECKELBERRY.....	<i>Assistant to the President</i>
Office—Administration Building, UN-3148; Campus 380.	
Residence—2023 Collingswood Road, KI-1343.	
EDITH D. COCKINS	
Registrar, University Editor, Secretary of the University Faculty, and Alumni Recorder	
Office—Administration Building, UN-3148; Campus 314.	
Residence—1580 Guilford Road, KI-2726.	
BLAND L. STRADLEY.....	<i>University Examiner and Dean of the College of Arts and Sciences</i>
Office—Administration Building, UN-3148; Campus 412.	
University Hall, UN-3148; Campus 341, 342.	
Residence—Canal Winchester, Canal Winchester Ex. 71.	
KATHERINE A. VOGEL.....	<i>Executive Clerk</i>
Office—Administration Building, UN-3148; Campus 312.	
Residence—1040 Elmwood Avenue, KI-5883.	
CHARLES A. KUNTZ.....	<i>Comptroller</i>
Office—Administration Building, UN-3148; Campus 332.	
Residence—265 East Tulane Road, LA-3606.	
FLORIS D. HANE.....	<i>Cashier</i>
Office—Administration Building, UN-3148; Campus 372.	
Residence—373 Thirteenth Avenue; WA-1054.	

JOSEPH A. PARK.....	Dean of Men
Office—Administration Building, UN-3148; Campus 283.	
Residence—1474 Doone Road, KI-1702.	
ESTHER ALLEN GAW.....	Dean of Women
Office—Administration Building, UN-3148; Campus 480.	
Residence—60 Jefferson Avenue.	
EMMA E. PROUT.....	House Superintendent, Residence Halls
Office—Oxley Hall, UN-3148; Campus 346.	
Residence—Mack Hall, UN-3148; Campus 264.	
EDWARD S. DRAKE.....	Manager of Ohio Union
Office—Ohio Union, UN-3148; Campus, 273, 673.	
Residence—2094 Neil Avenue, UN-4073.	
HAROLD K. SCHELLENGER.....	Director of News Bureau
Office—Administration Building, UN-3148; Campus 491.	
Residence—516 Piedmont Road, LA-8738.	
WILLIAM MCCracken.....	Chief Engineer and Superintendent of Buildings and Grounds
Office—Service Building, UN-3148; Campus 365.	
Residence—2005 Berkshire Road, KI-4669.	
RAY M. ROYER.....	Purchasing Agent
Office—Administration Building, UN-3148; Campus 374.	
Residence—1828 Arlington Avenue—KI-4063.	
FRED E. JONES.....	Director of Stores and Receiving Department
Office—Service Building, UN-3148; Campus 354.	
Residence—255 Oakland Park Avenue—LA-3461.	
CHESTER W. MCCLINTOCK.....	Storekeeper
Office—Chemistry Building, UN-3148; Campus 228, 306.	
Residence—232 Glenmont Avenue, LA-4070.	
H. DWIGHT SMITH.....	University Architect
Office—100 Brown Hall, UN-3148; Campus 361.	
Residence—1950 Arlington Avenue, KI-3542.	
GEORGE H. SIEBERT.....	Manager of University Bookstore
Office—Derby Hall, UN-3148; Campus 511, 633.	
Journalism Building, UN-3148; Campus 275.	
Administration Building, UN-3148; Campus 374, 375.	
Residence—2239 Fairfax Road, KI-1342.	
WILLIAM S. GUTHRIE.....	Director of Student Employment
Office—Administration Building, UN-3148; Campus 637.	
Residence—396 Twentieth Avenue; WA-1644.	

CHANGES IN FACULTY

NEW APPOINTMENTS—1937-1938

Bahn, Eugene W.....	Assistant Professor	Speech
Baver, Leonard D.....	Professor	Agronomy
Boynton, Violet	Assistant Professor	Physical Education
Boone, E. M.....	Assistant Professor	Electrical Eng.
Brunzell, Colonel Otto L.....	Commandant and Professor	Military Science
Childers, Norman F.....	Assistant Professor	Hort. and For.
Cowles, Captain Charles W.....	Assistant Professor	Military Science
Elliott, Captain Escalus E.....	Assistant Professor	Military Science
Evans, D. Luther.....	Junior Dean	College of Arts and Sciences
Gillin, John P.....	Assistant Professor	Sociology
Grimm, Harold J.....	Assistant Professor	History
Howard, Captain John G.....	Assistant Professor	Military Science
Johnson, Irwin A.....	Assistant Professor	University School
Larkins, Richard C.....	Assistant Professor	Physical Education
Ley, J. Wayne.....	Assistant Professor	Bus. Organization
MacQuigg, Charles E.....	Dean	College of Eng.
Petzel, Florence E.....	Assistant Professor	Home Economics

Pierstorff, A. L.....	Assistant Professor	Botany
Potter, 1st Lt. William E.....	Assistant Professor	Military Science
Rasbach, Captain Joris B.....	Assistant Professor	Military Science
Reimers, John A.....	Assistant Professor	Social Administration
Robinson, Francis P.	Assistant Professor	Psychology
Roos, Frank J., Jr.....	Assistant Professor	Fine Arts
Smith, Captain Allen E.....	Assistant Professor	Military Science
Strickler, Captain John C.....	Assistant Professor	Military Science
Streitz, Ruth	Professor	Education
Strong, Frank R.....	Professor	Law
Trotter, Morris E., Jr.....	Assistant Professor	Architecture and Landscape Archi- tecture
VonHaam, Emmerich	Professor and Chairman.....	Pathology
Waters, Eugene A.....	Assistant Professor	University School
Woodring, Warner F.	Professor	History

CHANGES IN RANK—1937-1938

Aumann, Francis R.....	Assistant Professor to Assoc. Professor...	Political Science
Bitterman, Henry J.....	Assistant Professor to Assoc. Professor...	Economics
Blaydes, Glenn W.....	Assistant Professor to Assoc. Professor...	Botany
Bobrovnikoff, Nicholas T.....	Associate Professor and Acting Director to Associate Professor and Director....	Perkins Observatory
Bradley, Carolyn	Assistant Professor to Assoc. Professor...	Fine Arts
Burley, Orin E.	Instructor to Assistant Professor.....	Bus. Organization
Chadwick, Lewis C.	Assistant Professor to Assoc. Professor...	Hort. and For.
Cole, W. Storrs	Associate Professor to Professor.....	Geology
Conrey, Guy W.	Associate Professor to Professor.....	Agronomy
Duffee, Walter E.	Assistant Professor to Assoc. Professor...	Physical Education
Estrich, Robert M.	Instructor to Assistant Professor.....	English
Fawcett, Harold P.	Assistant Professor to Assoc. Professor...	University School
Fullington, James F.	Associate Professor to Professor.....	English
Garrett, Alfred B.	Instructor to Assistant Professor.....	Chemistry
Gordon, Robert B.	Instructor to Assistant Professor.....	Botany
Graves, Grant O.	Instructor to Assistant Professor.....	Anatomy
Haskett, Frank H.	Professor and University Photographer to Emeritus Professor and University Photographer	Photography
Helms, E. Allen	Associate Professor to Professor.....	Political Science
Howlett, Freeman S.	Assistant Professor to Assoc. Professor...	Hort. and For.
Hunter, Robert M.	Associate Professor to Professor.....	Law
Knies, Philip T.	Clinical Instructor to Clinical Assistant Professor	Medicine
Langlois, Thomas H.	Assistant Director to Director and Pro- fessor of Zoology	Stone Laboratory
Lively, Charles E.	Associate Professor to Professor.....	Rural Economics
Martin, Arthur T.	Associate Professor to Professor.....	Law
Moehlman, Arthur H.	Assistant Professor to Assoc. Professor...	University School
Nolen, Herman C.	Instructor to Assistant Professor.....	Bus. Organization
Pavey, Charles W.	Instructor and Resident Obstetrician to Assistant Prof. and Acting Resident....	Obstetrics
Poindexter, Ruth	Instructor to Assistant Professor.....	Nursing
Peppe, Michael	Instructor to Assistant Professor.....	Physical Education
Rose, William H.	Associate Professor to Professor.....	Law
Setterfield, Hugh E.	Assistant Professor to Assoc. Professor...	Anatomy
Sherman, Hoyt L.	Assistant Professor to Assoc. Professor...	Fine Arts
Shortley, George H.	Instructor to Assistant Professor.....	Physics and Astron- omy
Smith, Guy-Harold	Associate Professor to Professor.....	Geography
Staley, L. Gordon	Assistant Professor to Assoc. Professor...	Physical Education
Stewart, Grace A.	Assistant Professor to Assoc. Professor...	Geology
Willcox, Russell S.	Assistant Professor to Assoc. Professor...	Accounting
Willett, Virgil	Assistant Professor to Assoc. Professor...	Economics

APPENDIX III

THE WORK OF INSTRUCTORS—1937-1938

COURSE SUBJECT	SUMMER QUARTER			AUTUMN QUARTER			WINTER QUARTER			SPRING QUARTER		
	Course No.	Credit Hours	Total No. of Students in All Sections	Course No.	Credit Hours	Total No. of Students in All Sections	Course No.	Credit Hours	Total No. of Students in All Sections	Course No.	Credit Hours	Total No. of Students in All Sections
ACCOUNTING												
Elements of Accounting.....	401	5	30	401	5	417	401	5	314	401	5	138
Elements of Accounting.....	402	5	34	402	5	89	402	5	300	402	5	251
Intermediate Accounting.....	403	5	18	403	5	163	403	5	94	403	5	230
Outline of Accounting.....	...	...	...	405	5	64	405	5	53	...	...	...
Advanced Principles of Accounting.....	...	...	...	602	5	87	602	5	44	602	5	40
Cost Accounting.....	...	...	...	603	5	30	603	5	104	...	...	...
Cost Accounting.....	...	...	...	...	...	...	604	5	27	604	5	82
Auditing.....	607	2	24	607	2	51	...	...	...	...	...	...
Auditing.....	608	2	33	...	...	...	608	2	29	...	...	...
Cost Accounting Systems.....	...	...	...	...	...	...	610	3	*	...	...	...
Income Tax Accounting.....	...	...	...	611	2	16	...	...	...	611	2	108
Constructive Accounting.....	...	...	...	...	...	...	...	...	...	612	4	67
Accounting Practice.....	613	4	21	613	4	53	...	...	...	...	...	...
Accounting Practice.....	614	4	29	...	...	...	614	4	31	...	...	...
Business Statements.....	...	...	...	616	4	23	616	3	69	616	3	105
Managerial Accounting.....	...	...	...	...	...	...	...	...	...	617	5	20
Fiduciary Accounting.....	...	...	...	...	...	...	621	2	*	...	...	...
Advanced Accounting Theory.....	...	...	...	...	...	...	...	...	...	622	3	0
Factory Costs.....	...	...	...	...	...	...	...	...	...	624	5	87
Governmental Accounting and Budgeting.....	...	...	...	...	...	...	...	...	...	630	3	10
Seminary in Accounting.....	...	...	...	804	2	5	...	...	...	...	...	...
Distribution Costs.....	...	...	...	807	3	8	...	...	...	...	...	...
Research in Accounting.....	950	...	0	950	...	1	950	...	0	950	...	3
AGRICULTURAL CHEMISTRY												
General Agricultural Chemistry.....	...	...	...	401	5	127	401	5	103	401	5	96
An Introduction to Organic & Biological Chem.....	...	...	...	402	5	52	402	5	48	402	5	51
An Introduction to Organic & Biological Chem.....	...	...	...	...	...	...	403	5	13	403	5	12
Animal Chemistry.....	...	...	...	...	...	...	406	3	64	...	...	...
General Biological Chemistry.....	...	...	...	601	5	24	601	5	24	...	...	...
Food Inspection and Analysis.....	...	...	...	...	...	...	...	...	...	602	5	0
Dairy Chemistry.....	...	...	...	604	5	31	...	...	...	...	...	...
Dairy Chemistry.....	...	...	...	...	...	...	605	5	29	...	...	...

THE WORK OF INSTRUCTORS—1937-1938 (Cont'd.)

190

COURSE SUBJECT	SUMMER QUARTER			AUTUMN QUARTER			WINTER QUARTER			SPRING QUARTER		
	Course No.	Credit Hours	Total No. of Students in All Sections	Course No.	Credit Hours	Total No. of Students in All Sections	Course No.	Credit Hours	Total No. of Students in All Sections	Course No.	Credit Hours	Total No. of Students in All Sections
Dairy Chemistry.....	...	...	...	...	...	...	...	...	...	606	5	23
Chemistry of Nutrition.....	...	...	...	...	...	...	...	...	...	607	5	19
Animal Nutrition.....	...	...	...	...	...	...	...	...	...	608	5	*
Special Problems.....	...	...	...	701	3-15	3	701	3-15	3	701	3-15	13
Plant Chemistry.....	...	...	...	...	...	...	...	...	...	801	5	3
Seminary .....	...	...	...	804	1	6	804	1	7	804	1	8
Research in Agricultural Chemistry.....	950	...	1	950	...	0	950	...	0	950	...	2
AGRICULTURAL EDUCATION												
Principles Applied to the Teaching of Vocational Education in Secondary Schools.....	...	...	...	...	...	...	400	5	48	400	5	13
Teaching of Vocational Agriculture in Secondary Schools.....	...	...	...	...	...	...	...	...	...	401	5	40
Observation of the Teaching of Vocational Agriculture .....	...	...	...	502	5	16	502	5	18	502	5	13
Supervised Teaching of Vocational Agriculture .....	...	...	...	503	5	16	503	5	18	503	5	13
Special Methods of Teaching Vocational Agriculture in Secondary Schools.....	601	5	10	601	5	16	601	5	18	601	5	10
Special Problems.....	701	3-15	12	701	3-15	6	701	3-15	0	701	3-15	5
Supervised Practice Program Builder.....	705	3	17	...	...	...	...	...	...	...	...	...
The Problem Method Applied to Secondary and College Teaching in Agriculture.....	803	5	16	...	...	...	...	...	...	803	5	0
State Administration and Supervision of Vocational Agriculture	804	3	0	...	...	...	...	...	...	804	3	0
Organization and Administration of Teacher Training for Vocational Agriculture.....	806	3	0	...	...	...	...	...	...	...	...	...
Tests and Measurements Adapted to Instruction in Vocational Agriculture.....	807	3	0	...	...	...	...	...	...	...	...	...
Organization and Methods of Conducting Part-time and Evening Schools in Vocational Agriculture	808	3	19	...	...	...	...	...	...	...	...	...
Research for Teaching of Vocational Agriculture	809	3	0	...	...	...	...	...	...	...	...	...
Seminary in Agricultural Education.....	810	3	0	810	3	0	810	3	0	810	3	0
AGRICULTURAL ENGINEERING												
Field Machinery.....	...	...	...	401	5	85	401	5	74	401	5	44
Agricultural Drawing.....	...	...	...	402	3	51	402	3	26	402	3	57
Dairy Engineering.....	...	...	...	408	3	34	...	...	...	...	...	...

ANNUAL REPORT

THE WORK OF INSTRUCTORS—1937-1938 (Cont'd.)

192

ANNUAL REPORT

COURSE SUBJECT	SUMMER QUARTER			AUTUMN QUARTER			WINTER QUARTER			SPRING QUARTER		
	Course No.	Credit Hours	Total No. of Students in All Sections	Course No.	Credit Hours	Total No. of Students in All Sections	Course No.	Credit Hours	Total No. of Students in All Sections	Course No.	Credit Hours	Total No. of Students in All Sections
History of Anatomy	620	1	17
Human Anatomy	621	5	80	622	5	79	623	5	76
Microscopic Anatomy	624	5	76	...	...	...	...	...	...
Developmental Anatomy	625	5	55	...	...	...
Neuro-Anatomy	626	5	76
Special Advanced Anatomy.....	628	3	5	628	3	0
Human Anatomy	638	7	57	639	7	56	...	...	...
Histology and Embryology	640	5	55
Sectional Anatomy	641	1	55	...	...	...	...	...	...
Topographical Anatomy	700	2	0	700	2	82	...	...	...	...	...	...
Minor Problems in Anatomy.....	701	3-5	3	701	3-5	3	701	3-5	2
Research in Anatomy.....	950	...	3	950	...	3	950	...	2	950	...	4
ANIMAL HUSBANDRY												
Market Types and Classes of Live Stock....	401	5	180	401	5	57	401	5	32
Feeding Live Stock.....	402	5	36	402	5	114	402	5	46
Dairy Cattle and Milk Secretion.....	404	5	20	404	5	23	...	...	...
Dairy Cattle Breeds.....	405	5	26
Meat Selection and Identification.....	407	3	24	407	3	22	...	...	...
Breeding Live Stock.....	409	5	40	409	5	60
Horse Production and Management.....	501	5	22	...	...	...
Beef Cattle Production and Management.....	502	5	13	...	...	...	...	...	...
Swine Production and Management.....	503	5	28
Dairy Cattle Production and Management.....	504	5	12	...	...	...
Sheep Production and Management.....	505	5	21
Advanced Live Stock Judging.....	506	5	13	...	...	...	...	...	...
Dairy Cattle Selection and Judging.....	507	3	11
Meats and Meat Products.....	509	5	17	509	5	8
Live Stock Marketing.....	608	5	13	...	...	...
Improved Methods of Breeding Live Stock....	611	3	12	...	...	...
Milk Production	612	3	35	...	...	...
Dairy Husbandry Investigation	614	5	6	...	...	...	...	...	...
Dairy Inspection Trip.....	616	0	0
Marketing of Dairy Products.....	626	3	8	...	...	...
Special Problems	701	3-15	9	701	3-15	2	701	3-15	8
Research in Animal Husbandry.....	950	...	0	950	...	1	950	...	2

ARCHITECTURE AND LANDSCAPE ARCHITECTURE

Shades and Shadows.....	401	3	26	...	...	...	...	...	...	...
Perspective.....	403	3	19	...	402	3	15	...	...	...
Theory of Architecture.....	421	5	27	...	...	...	...	...	...	...
Elements of Architecture.....	422	5	1	422	5	25	422	5	0	...
Elementary Architectural Design.....	423	5	2	423	5	0	423	5	13	...
Elementary Architectural Design.....	544	3	11	545	3	9	546	3	8	...
History of Architecture.....	...	...	...	...	...	...	604	3	19	...
Theory of Architecture.....	...	...	...	...	605	2	4	...	...	...
Theory of Architecture.....	624	5	13	624	5	4	624	5	0	...
Elementary Architectural Design.....	625	5	2	625	5	11	625	5	4	...
Intermediate Architectural Design.....	627	5	0	627	5	1	627	5	11	...
Intermediate Architectural Design.....	638	3	3	...	...	...	...	...	...	...
Contract Drawings.....	...	...	...	640	5	20	...	...	...	...
Construction: Timber Framing.....	...	...	...	...	...	...	641	5	9	...
Construction: Masonry.....	642	5	7	...	...	...	...	...	...	...
Materials of Construction.....	647	3	18	...	...	...	...	...	...	...
History of Architecture.....	...	...	...	648	3	17	...	...	...	...
History of Architecture.....	...	...	...	649	3	7	...	...	...	...
History of the Decorative Arts.....	724	5	5	724	5	0	724	5	2	...
Intermediate Architectural Design.....	725	5	0	725	5	5	725	5	0	...
Intermediate Architectural Design.....	726	5	1	726	5	0	726	5	6	...
Advanced Architectural Design.....	727	8	8	727	8	2	727	8	0	...
Advanced Architectural Design.....	728	8	1	827	8	8	728	8	2	...
Advanced Architectural Design.....	730	8	2	730	8	0	730	8	6	...
Ornament.....	...	...	...	...	...	...	731	3	6	...
Building Sanitation.....	...	...	...	...	...	...	737	2	9	...
Construction: Design.....	742	5	2	...	...	...	...	...	...	...
Construction: Design.....	...	...	...	743	5	2	...	...	...	...
Construction: Design.....	744	5	0	745	5	0	746	5	2	...
Fire Protection.....	748	2	9	...	...	...	...	...	...	...
Thesis.....	749	8	1	749	8	3	749	8	2	...
Professional Practice: Specifications and Contracts.....	751	2	10	752	2	13	753	2	14	...
Thesis.....	761	1	0	762	1	1	763	1	0	...
Architecture: Special Studies in Architecture.....	770	1-5	3	771	1-5	0	772	1-5	8	...
LANDSCAPE ARCHITECTURE										
Theory of Landscape Design.....	401	2	9	...	...	...	...	...	...	...
Elementary Landscape Design.....	...	...	...	402	2	8	...	...	...	...
Elementary Landscape Design.....	...	...	...	...	...	...	403	2	6	...
Elementary Landscape Design.....	404	3	0	...	...	...	...	...	...	...
Elementary Landscape Design.....	...	...	...	405	3	7	...	...	...	...
Elementary Landscape Design.....	...	...	...	...	...	...	406	3	6	...
Appreciation of Landscape Design.....	...	...	...	...	...	...	500	2	9	...
Intermediate Landscape Design.....	501	5	2	502	5	2	503	5	2	...
Advanced Landscape Design.....	504	8	5	505	8	4	506	8	4	...
Composition in Planting.....	521	2	0	522	2	0	523	2	6	...
Planting Design.....	524	3	6	525	3	4	526	3	4	...
Landscape Construction.....	534	5	3	534	5	3	534	5	3	...

THE WORK OF INSTRUCTORS—1937-1938 (Cont'd.)

194

ANNUAL REPORT

COURSE SUBJECT	SUMMER QUARTER			AUTUMN QUARTER			WINTER QUARTER			SPRING QUARTER		
	Course No.	Credit Hours	Total No. of Students in All Sections	Course No.	Credit Hours	Total No. of Students in All Sections	Course No.	Credit Hours	Total No. of Students in All Sections	Course No.	Credit Hours	Total No. of Students in All Sections
History of Landscape Architecture.....	...	...	...	...	...	...	542	3	6	542	3	6
Arrangement and Planting of Gardens and Small Properties .....	...	...	...	...	...	...	550	5	6	...	...	...
Special Problems: Landscape Architecture...	...	...	...	...	...	...	701	6	2	...	...	...
BACTERIOLOGY												
Veterinary Bacteriology .....	...	...	...	502	4	49	...	...	...	...	...	...
Veterinary Bacteriology .....	...	...	...	...	...	...	503	4	48	...	...	...
Microbiology in Relation to Man.....	...	...	...	509	5	97	509	5	65	509	5	162
General Bacteriology	607	5	56	607	5	160	607	5	32	607	5	33
Pathogenic Bacteriology	608	3	44	...	...	...	608	5	141	...	...	...
Pathogenic Bacteriology	609	3	32	...	...	...	609	3	52	...	...	...
Dairy Bacteriology .....	...	...	...	...	...	...	610	3	40	...	...	...
Dairy Bacteriology .....	...	...	...	...	...	...	611	3	33	...	...	...
Bacteriology of Food, Water and Sewage....	...	...	...	...	...	...	614	5	19	...	...	...
Immunity and Serum Therapy .....	...	...	...	617	3	38	...	...	...	617	3	36
Immunity and Serum Therapy .....	...	...	...	618	3	36	...	...	...	...	...	...
Pathogenic Protozoa .....	...	...	...	...	...	...	...	...	...	619	3	*
Advanced Dairy Bacteriology .....	...	...	...	...	...	...	...	...	...	621	3	13
Special Technique in Pathogenic Bacteriology...	...	...	...	...	...	...	626	5	25	...	...	...
Special Problems in Pathogenic Bacteriology...	...	...	...	...	...	...	...	...	...	627	5	15
Advanced Pathogenic Bacteriology .....	...	...	...	...	...	...	...	...	...	631	3	51
Advanced Pathogenic Bacteriology .....	...	...	...	...	...	...	...	...	...	632	3	41
Physiology of Bacteria .....	...	...	...	635	3	27	...	...	...	...	...	...
Medical Bacteriology .....	...	...	...	641	5	73	...	...	...	...	...	...
Medical Bacteriology .....	...	...	...	...	...	...	642	3	72	...	...	...
Applied Veterinary Bacteriology .....	...	...	...	643	3	54	644	3	55	645	3	55
Filterable Viruses .....	...	...	...	...	...	...	...	...	...	649	3	46
Dental Bacteriology .....	...	...	...	...	...	...	650	5	38	651	5	39
Minor Investigations	701	3-5	13	701	3-4	7	701	3-5	9	701	3-5	25
Seminary in Bacteriology .....	...	...	...	807	1	33	808	1	40	809	1	32
Research in Bacteriology	950	...	33	950	...	26	950	...	31	950	...	31
BOTANY												
General Botany	401	5	48	401	5	817	401	5	269	401	5	215
General Botany	402	5	24	402	5	92	402	5	646	402	5	247
Local Flora .....	...	...	...	...	...	...	...	...	...	405	5	6
Local Flora	406	5	19	406	5	19	...	...	...	406	5	89
General Plant Pathology .....	...	...	...	419	5	16	...	...	...	419	5	18

Diseases of Ornamental Plants.....	...	...	...	...	...	...	...	422	5	6		
Local Flora: Algae, Liverworts and Mosses.....	455	3	•	455	3	•	455	3	•	•		
Local Flora: Trees, Shrubs and Herbs.....	456	3	•	456	3	•	456	3	•	•		
General Botany (Special) .....	...	...	...	...	...	...	...	490	5	•		
Plant Ecology .....	...	...	...	601	5	23	...	...	...	...
Plant Ecology .....	...	...	...	...	...	...	...	602	5	15		
Plant Physiology	605	5	12	605	5	46	605	5	36	...		
Plant Physiology .....	...	...	...	...	...	...	606	5	34	606	5	33
Evolution of Plants.....	...	...	...	...	...	...	...	...	...	611	3	7
General Morphology of Thallophytes and Bryophytes .....	...	...	...	613	5	7	...	...	...	...	...	...
General Morphology of Pteridophytes and Spermatophytes .....	...	...	...	...	...	...	614	5	6	...	...	...
Plant Microtechnic .....	...	...	...	...	...	...	615	5	13	...	...	...
Plant Microchemistry .....	...	...	...	617	5	7	...	...	...	...	...	...
Economic Botany	619	5	15	619	5	0	...	...	...	...	...	...
Physiological Methods .....	...	...	...	...	...	...	...	...	...	632	3	11
Physiological Methods .....	...	...	...	...	...	...	633	3	7	...	...	...
Plant Growth .....	...	...	...	...	...	...	...	...	...	634	3	18
Plant Genetics .....	...	...	...	...	...	...	...	...	...	635	5	•
Plant Cytology .....	...	...	...	...	...	...	...	...	...	637	3	7
Plant Anatomy .....	...	...	...	...	...	...	...	...	...	640	3	•
Mycology .....	...	...	...	653	3	9	...	...	...	...	...	...
Advanced Plant Pathology .....	...	...	...	...	...	...	656	3	11	...	...	...
Freshwater Algae .....	...	...	...	...	...	...	655	3	not given	...	...	...
Special Problems: Taxonomy, Morphology, Physiology, Cytology and Anatomy.....	...	...	...	701	2-5	9	701	2-5	6	701	2-5	6
Principles of Taxonomy; Pteridophytes and Gymnosperms .....	...	...	...	807	5	5	...	...	...	...	...	...
Principles of Taxonomy: Monocotyls .....	...	...	...	...	...	...	808	5	7	...	...	...
Principles of Taxonomy: Dicotyls.....	...	...	...	...	...	...	...	...	...	809	5	6
Botanical Colloquium .....	...	...	...	801	1	9	810	1	9	810	1	9
Seminary in the History of Botany.....	...	...	...	...	...	...	812	1	0	...	...	...
Research in Botany.....	950	...	15	950	...	14	950	...	11	950	...	6
BUSINESS ORGANIZATION												
Introduction to Business.....	...	...	...	401	5	457	401	5	267	401	5	260
Business Communications & Adjustment Prac- tice .....	...	...	...	504	3	69	504	3	135	504	3	156
Business Statistics.....	...	...	...	...	...	...	614	4	22	614	4	21
Public Aspects of Industry.....	...	...	...	...	...	...	620	1	272	...	...	...
Business Laws Contracts.....	621	3	19	621	3	165	621	3	190	621	3	116
Business Law for Engineers & Architects....	...	...	...	622	3	76	622	3	45	622	3	12
Business Law: Agency and Sales.....	...	...	...	623	3	52	623	3	77	623	3	122
Business Law: Negotiable Instruments.....	...	...	...	625	3	24	625	3	60	625	3	100
Business Law: Partnerships & Corporations..	...	...	...	627	3	53	627	3	26	...	...	...
Business Law: Legal Aspects of Credits and Collections .....	...	...	...	...	...	...	...	...	...	629	3	17
Business Law: The Law of Banks & Banking	...	...	...	...	...	...	631	3	•	...	...	...
Governmental Agencies and Business.....	...	...	...	...	...	...	...	...	...	633	3	30
Corporate Organization and Control.....	...	...	...	640	3	29	640	3	20	640	3	44

THE WORK OF INSTRUCTORS—1937-1938 (Cont'd.)

196

ANNUAL REPORT

COURSE SUBJECT	SUMMER QUARTER			AUTUMN QUARTER			WINTER QUARTER			SPRING QUARTER		
	Course No.	Credit Hours	Total No. of Students in All Sections	Course No.	Credit Hours	Total No. of Students in All Sections	Course No.	Credit Hours	Total No. of Students in All Sections	Course No.	Credit Hours	Total No. of Students in All Sections
Real Estate Principles.....	...	...	...	642	3	31	...	...	...	642	3	37
Real Estate Finance.....	...	...	...	...	...	...	643	3	10	...	...	...
Real Estate Problems.....	...	...	...	644	1-3	0	644	1-3	0	644	1-3	1
Trade Associations.....	...	...	...	...	...	...	645	3	9	...	...	...
Corporation Finance.....	650	5	23	650	5	136	650	5	163	650	5	147
Industrial Finance.....	...	...	...	652	3	15	...	...	...	652	3	17
Industrial Consolidations and Mergers.....	...	...	...	653	3	13	...	...	...	...	...	...
Railroad and Public Utility Finance.....	656	3	4	656	3	11	656	3	11	...	...	...
Investment Analysis.....	...	...	...	...	...	...	657	3	26	...	...	...
Principles of Investment.....	...	...	...	658	3	20	...	...	...	658	3	16
Investment Banking.....	...	...	...	...	...	...	...	...	...	659	3	18
The Stock Market.....	660	3	13	660	3	17	660	3	23	660	3	29
The Money Market.....	...	...	...	...	...	...	...	...	...	662	3	12
Foreign Exchange.....	...	...	...	...	...	...	665	3	15	...	...	...
Practice Work in Banking.....	...	...	...	666	1-3	0	666	1-3	2	666	1-3	2
Bank Organization and Management.....	...	...	...	...	...	...	670	1-3	...	671	1-3	...
Savings and Trust Institutions.....	...	...	...	674	3	3	...	...	...	...	...	...
Industrial Organization and Management.....	680	5	32	680	5	111	680	5	107	680	5	122
Industrial Management Field Work.....	684	3-6	0	684	3-6	0	684	3-6	0	684	3-6	0
Purchasing, Stores and Inventory Control.....	...	...	...	...	...	...	685	3	21	685	3	13
Personnel Organization and Management.....	686	3	17	686	3	27	...	...	...	686	3	36
Personnel Organization and Management.....	...	...	...	687	3	11	687	3	18	...	...	...
Office Organization and Management.....	...	...	...	...	...	...	...	...	...	691	3	47
Marketing.....	700	5	32	700	5	164	700	5	168	700	5	150
Marketing Research.....	...	...	...	702	3	10	702	3	9	...	...	...
Retail Merchandising.....	705	4	19	705	4	47	705	4	36	705	4	83
Wholesaling.....	...	...	...	...	...	...	706	4	27	706	4	29
Credits and Collections.....	...	...	...	709	4	40	709	4	45	709	4	98
Salesmanship and Sales Management.....	712	4	19	712	4	58	712	4	87	712	4	98
Principles of Advertising.....	716	3	24	716	3	58	716	3	82	716	3	74
Advertising Practice.....	...	...	...	...	...	...	717	3	35	...	...	...
Retail Advertising.....	...	...	...	...	...	...	...	...	...	719	4	28
Exporting and Importing.....	...	...	...	720	3	14	...	...	...	...	...	...
Exporting and Importing.....	...	...	...	...	...	...	721	3	15	...	...	...
Field Work in Marketing.....	725	3-6	0	725	3-6	0	725	3-6	0	725	3-6	0
Public Utility Organization & Administration.....	...	...	...	...	...	...	...	...	...	740	3	7
Valuation of Railroads and Public Utilities.....	...	...	...	...	...	...	748	3	7	...	...	...
Motor Carrier Organization & Administration.....	...	...	...	...	...	...	751	3	10	...	...	...
Traffic Management.....	...	...	...	...	...	...	752	3	...	...	...	...

Personal Insurance.....	...	...	...	760	3	22	...	764	3	23
Property Insurance.....	...	...	...	...	...	...	...	764	3	23
Special Problems in Business Organization...	799	1-3	14	799	1-3	11	799	1-3	13	15
Corporation Finance for Graduate Students...	804	3	5	...	...	...	804	3	7	8
Advanced Marketing for Graduate Student...	816-7-8	3	16	816-7-8	3	6	7-8	3	0	5
Problems in Banking and of Stock Prices...	...	...	...	...	...	...	...	...	...	0
Stock Market for Graduate Students.....	...	...	...	827	3	0	...	...	...	...
Graduate Seminary in Business Organization for Beginning Graduate Students.....	...	...	...	831	2	9	831	2	6	0
Graduate Seminary in Business Organization for Advanced Graduate Students.....	...	...	...	832	2	0	832	2	0	0
The Theory of Organization and Operation...	833-4	3	11	833-4	3	3	833-4	3	3	...
Transportation and Public Utilities for Graduate Students.....	...	...	...	845	3	0	845	3	0	...
Research in Business Organization.....	950	...	1	950	...	3	950	...	2	4
CERAMIC ENGINEERING										
Introduction to Ceramics.....	...	...	...	...	...	...	401	4	29	...
Winning, Preparation and Forming.....	...	...	...	...	...	...	...	...	...	20
Ceramic Laboratory.....	...	...	...	450	1	22	...	...	405	4
Theory of Drying.....	...	...	...	600	3	28	...	...	...	...
Driers, Kilns and Theory of Firing.....	...	...	...	...	...	...	601	5	23	...
Elements of Ceramic Plant Engineering.....	...	...	...	...	...	...	603	5	11	...
Bodies, Glazes and Colors.....	...	...	...	...	...	...	...	...	605	4
Refractories and Their Uses.....	...	...	...	...	...	...	...	...	610	5
Ceramic Calculations.....	...	...	...	616	5	24	...	...	...	31
Physical and Chemical Measurements of Clays and other Ceramic Materials.....	...	...	...	...	...	...	620	5	21	...
Junior Inspection Trip.....	...	...	...	...	...	...	...	...	630	...
Ceramic Investigations.....	...	...	...	701	5	12	...	...	...	22
Ceramic Investigations.....	...	...	...	...	...	...	702	5	12	...
Ceramic Investigations.....	...	...	...	...	...	...	...	...	703	5
Ceramic Designing.....	...	...	...	705	5	11	...	...	...	11
Ceramic Designing.....	...	...	...	...	...	...	706	5	11	...
Ceramic Designing.....	...	...	...	...	...	...	...	...	707	5
Technology of Glass.....	...	...	...	708	3	12	...	...	...	11
Thesis.....	...	...	...	710	3	2	710	3	9	...
Thesis.....	...	...	...	711	3	0	711	3	1	2
Senior Inspection Trip.....	...	...	...	...	...	...	...	...	711	3
Special Problems.....	...	...	...	750	2-7	2	750	2-7	1	9
Porcelain for Electrical and Other Special Purposes.....	...	...	...	810	2	2	811	2	2	10
Seminary in Ceramic Engineering.....	...	...	...	815	1-5	0	815	1-5	0	3
Research in Ceramic Engineering.....	...	...	...	950	...	7	950	...	7	2
CHEMICAL ENGINEERING										
Chemical Engineering Practice Work.....	501	5	0	...	...	...	...	...	501	5
Contemporary Leadership and Policies in Chemical Engineering.....	591	3	5	not given	...	...	not given	...	not given	86
Contemporary Chemical Industry and Civilization.....	592	3	9	not given	...	...	not given	...	not given	...

THE WORK OF INSTRUCTORS—1937-1938 (Cont'd.)

198

COURSE SUBJECT	SUMMER QUARTER			AUTUMN QUARTER			WINTER QUARTER			SPRING QUARTER		
	Course No.	Credit Hours	Total No. of Students in All Sections	Course No.	Credit Hours	Total No. of Students in All Sections	Course No.	Credit Hours	Total No. of Students in All Sections	Course No.	Credit Hours	Total No. of Students in All Sections
Elements of Chemical Engineering.....	...	...	...	691	2	63	...	...	...	...	...	...
Elements of Chemical Engineering.....	...	...	...	...	...	...	692	2	63	...	...	...
Chemical Engineering Operations Laboratory.	694	8	45	...	...	...	...	...	...	...	...	...
Industrial Chemistry.....	...	...	...	701	3	70	...	...	...	...	...	...
Industrial Chemistry.....	702	3	10	...	...	...	702	3	56	...	...	...
Inspection Trip to the West.....	...	...	...	...	...	...	...	...	...	704	0	101
Chemical Engineering and Industrial Chem- istry Laboratory.....	...	...	...	706	2-5	55	...	...	...	...	...	...
Engineering Chemistry and Chemical Engi- neering Laboratory.....	707	3	7	...	...	...	707	3	53	...	...	...
Applied Electrochemistry.....	...	...	...	...	...	...	...	...	...	710	3	26
Advanced Chemical Engineering Machinery Laboratory.....	...	...	...	...	...	...	...	...	...	...	...	...
Chemical Engineering Thesis.....	...	...	...	712	2-6	16	713	2-6	20	714	2-6	18
Chemical Engineering Thesis.....	...	...	...	720	2	6	720	2	39	720	2	43
Chemical Engineering Thesis.....	...	...	...	721	2-6	3	721	2-6	4	...	...	...
Chemical Engineering Round-Table.....	...	...	...	731	1	63	...	...	...	...	...	...
Introductory Problems in Chemical Engineer- ing.....	801	2-5	6	801	2-5	1	801	2-5	3	801	2-5	4
Advanced Industrial Chemistry and Chemical Engineering.....	900- 1-2	2-5	5	900- 1-2	2-5	1	900- 1-2	2-5	0	900- 1-2	2-5	2
Seminary in Indus. Chemistry and Chemical Engineering.....	905- 6-7	2	15	905- 6-7	2	35	905- 6-7	2	34	905- 6-7	2	32
Research in Industrial Chemistry and Chemi- cal Engineering.....	950	...	16	950	...	18	950	...	31	950	...	32
CHEMISTRY												
Elementary Chemistry.....	401	5	33	401	5	597	401	5	112	...	...	...
Elementary Chemistry.....	402	5	26	...	...	...	402	5	469	402	5	96
Qualitative Analysis.....	403	5	10	403	5	50	...	...	...	403	5	183
Elementary Chemistry.....	...	...	...	407	5	147	...	...	...	...	...	...
Elementary Chemistry.....	...	...	...	...	...	...	408	5	100	...	...	...
General Chemistry.....	411	5	34	411	5	1075	411	5	182	...	...	...
General Chemistry.....	412	5	35	412	5	51	412	5	890	412	5	196
Qualitative Analysis.....	413	5	29	413	5	135	413	5	44	413	5	581
Laboratory Technique.....	...	...	...	...	...	...	415	3	*	...	...	...
Quantitative Analysis.....	421	3-4	36	421	3-4	297	421	3-4	97	...	...	...
Quantitative Analysis.....	422	3-4	39	...	...	...	422	3-4	270	422	3-4	105
Quantitative Analysis.....	423	3-4	15	...	...	...	...	...	...	423	3-4	294
Problems in Quantitative Analysis.....	...	...	...	...	...	...	...	...	...	424	1	134

ANNUAL REPORT

Organic Chemistry.....	451	5	12	451	5	46	452	5	44	466	3	18
Organic Chemistry.....	452	5	11	.....	.....	.....	452	5	44	563	5	13
Organic Chemistry.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Physical Chemistry.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Advanced Quantitative Chemistry.....	.....	.....	.....	621	3-5	20	622	3	21	624	5	8
General Quantitative Chemistry.....	.....	.....	.....	.....	.....	.....	622	3	21	625	5	10
Advanced Qualitative Analysis.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Water Analysis.....	.....	.....	.....	.....	.....	.....	627	3	*	641	4	75
Industrial Water Problems.....	.....	.....	.....	.....	.....	.....	628	3-5	47	642	3	0
Spectroscopic Analysis.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Qualitative Organic Analysis.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Qualitative Organic Analysis.....	.....	.....	.....	645	3	135	646	3	137	.....	.....	.....
Organic Chemistry.....	.....	.....	.....	647	3	85	648	3	86	.....	.....	.....
Organic Chemistry.....	647	3	61	647	3	.....	648	3	86	.....	.....	.....
Organic Chemistry.....	648	3	56	.....	.....	.....	648	3	86	.....	.....	.....
Organic Chemistry: Laboratory.....	649	3	49	649	3	216	650	3	188	.....	.....	.....
Organic Chemistry: Laboratory.....	650	3	50	.....	.....	.....	650	3	188	.....	.....	.....
X-rays and Crystal Structure.....	.....	.....	.....	.....	.....	.....	654	4	4	.....	.....	.....
Advanced Inorganic Chemistry.....	.....	.....	.....	661	3	71	.....	.....	.....	.....	.....	.....
Advanced Inorganic Chemistry.....	662	3	26	.....	.....	.....	622	3	63	663	3	33
The Rare Elements.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	668	3	35
Non-aqueous Solvents.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	672	3	3
Inorganic Chemistry: Laboratory.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	675	2	0
The Phase Rule.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Physical Chemistry.....	.....	.....	.....	680	3	23	.....	.....	.....	.....	.....	.....
Physical Chemistry.....	681	3	24	681	3	118	.....	.....	.....	.....	.....	.....
Physical Chemistry.....	.....	.....	.....	.....	.....	.....	682	3	113	.....	.....	.....
Physical Chemistry.....	683	3	12	.....	.....	.....	.....	.....	.....	683	3	97
Physical Chemistry Laboratory.....	691-	.....	.....	691-	.....	.....	691-	.....	.....	691-	.....	.....
Colloid Chemistry.....	2-3	2	38	2-3	2	52	2-3	2	32	2-3	2	18
Theoretical Electrochemistry.....	.....	.....	.....	696	3	29	695	3	35	.....	.....	.....
Minor Problems in Chemistry.....	701	1-15	19	701	1-15	29	701	1-15	32	701	1-15	32
Chemical Bibliography.....	.....	.....	.....	782	1	60	.....	.....	.....	.....	.....	.....
Chemical Biography.....	.....	.....	.....	.....	.....	.....	783	1	15	.....	.....	.....
Seminary in Analytical Chemistry.....	.....	.....	.....	822	3	6	823	2	13	.....	.....	.....
Seminary in Analytical Chemistry.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Historical Chemistry.....	.....	.....	.....	830	2	15	.....	.....	.....	.....	.....	.....
Advanced Organic Chemistry.....	.....	.....	.....	841	3	70	.....	.....	.....	.....	.....	.....
Advanced Organic Chemistry.....	.....	.....	.....	.....	.....	.....	842	3	70	843	3	57
Advanced Organic Chemistry.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Advanced Organic Chemistry: Laboratory.....	.....	.....	.....	844-5	3	35	844-5	3	35	.....	.....	.....
Seminary in Organic Chemistry.....	.....	.....	.....	850	3	37	.....	.....	.....	.....	.....	.....
Seminary in Organic Chemistry.....	.....	.....	.....	851	3	19	.....	.....	.....	.....	.....	.....
Seminary in Organic Chemistry.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	852	3	39
Seminary in Organic Chemistry.....	854	3	25	.....	.....	.....	.....	.....	.....	.....	.....	.....
Physical Chemistry: Laboratory.....	861-	.....	.....	861-	.....	.....	861-	.....	.....	861-	.....	.....
Atomic Structure.....	2-3	2-3	0	2-3	2-3	1	2-3	2-3	0	2-3	2-3	0
Seminary in Inorganic Chemistry.....	866	2	5	866	2	8	865	3	8	.....	.....	.....
Seminary in Inorganic Chemistry.....	.....	.....	.....	.....	.....	.....	867	2	14	.....	.....	.....

COURSE SUBJECT	SUMMER QUARTER			AUTUMN QUARTER			WINTER QUARTER			SPRING QUARTER		
	Course No.	Credit Hours	Total No. of Students in All Sections	Course No.	Credit Hours	Total No. of Students in All Sections	Course No.	Credit Hours	Total No. of Students in All Sections	Course No.	Credit Hours	Total No. of Students in All Sections
Lectures in Advanced Physical Chemistry....	881-2-3	3	*	881-2-3	3	*	881-2-3	3	*	881-2-3	3	*
Lectures in Advanced Physical Chemistry....	887-8-9	3	27	887-8-9	3	27	887-8-9	3	14
Seminary in Colloid Chemistry & Electro-chemistry	891	3	3	...	...	...	891	3	5	...	...	...
Seminary in Physical Chemistry	892	3	*	...	...	...	...	...	...
Research in Chemistry	950	...	36	950	...	47	950	...	44	950	...	55
CIVIL ENGINEERING												
Land Surveying	401	5	58	501	5	14	...	...	...
City Surveying	402	5	48	402	5	14
Railroad Surveying	403	5	43
Topographic Drawing	404	4	40	...	...	...
Applied Descriptive Geometry	405	4	36
Summer Surveying Camp	407	6	27	...	...	...	...	...	...	...	...	...
Elementary Surveying	411	3	52	411	3	93	411	3	55
Topographic Surveying	601	5	34	...	...	...	...	...	...
Sanitary Engineering	602	5	35	...	...	...	...	...	...
Timber Construction	603	5	36	...	...	...
Stresses in Structures	604	5	38
Roads and Pavements	605	5	33
Cement and Concrete	606	3	18	606	3	37
Summer Surveying Camp	607	6	3	...	...	...	...	...	...	...	...	...
Precise Surveying	608	3	34	...	...	...	...	...	...
Adjustment of Observations	609	3	36	...	...	...
Concrete Design	701	5	24	...	...	...	...	...	...
Bridge Design	702	5	27	...	...	...	...	...	...
Water Supply Engineering	703	2	29	...	...	...
Masonry Construction	704	5	29	...	...	...
Masonry Structures	705	5	26
Thesis	706	1	27	707	2	27	...	...	...
Thesis	708	5	0	708	5	0	708	5	26
Geodetic Engineering	709	3	0
Elementary Structural Engineering	711	3	51
Trusses	712	5	5	712	5	6	712	5	7
Concrete Design	713	5	10
Transportation Engineering	730	3	0	...	...	...	...	...	...
Contracts and Specifications	732	3	12

Tall Buildings .....	...	...	...	733	3	10	...	...	...	...	...	...	...
Advanced Bridges .....	...	...	...	...	...	...	734	3	5	...	...	...	...
Highway Plans and Surveys .....	...	...	...	738	3	5	...	...	...	...	...	...	...
Bituminous Roads and Surfaces .....	...	...	...	...	...	...	739	3	4	...	...	...	...
Advanced Civil Engineering .....	...	...	...	...	...	...	749	3	4	749	3	0	0
Research in Civil Engineering .....	...	...	...	950	...	1	950	...	0	950	...	...	...

CLASSICAL LANGUAGES

GREEK

Elementary Greek .....	...	...	...	401	5	7	...	...	...	...	...	...	...
Elementary Greek .....	...	...	...	...	...	...	402	5	8	...	...	...	...
Elementary Greek .....	...	...	...	...	...	...	...	...	...	403	5	5	...
Homer .....	...	...	...	504	5	2	...	...	...	...	...	...	...
Reading and Lectures .....	...	...	...	...	...	...	601	3-5	0	601	3-5	0	...
Private Reading and Minor Problems .....	...	...	...	610	2-5	0	610	2-5	2	610	2-5	0	...
Greek Literature in Translation	660	3	15	660	3	3	...	...	...	...	...	...	...
Principles of the Historical Study of Languages .....	...	...	...	...	...	...	...	...	...	701	3	5	...
...	...	...	...	720	...	...	720	...	...	720	...	...	...
Historical Greek and Latin Grammar .....	...	...	...	1-2	3	3	1-2	3	3	1-2	3	1	...

LATIN

Elementary Latin	302	3	10	...	...	...	...	...	...	...	...	...	...
Elementary Latin	303	3	5	...	...	...	...	...	...	...	...	...	...
Elementary Latin .....	...	...	...	401	5	19	...	...	...	...	...	...	...
Elementary Latin and Caesar .....	...	...	...	...	...	...	402	5	18	...	...	...	...
Caesar .....	...	...	...	...	...	...	...	...	...	403	5	9	...
Vergil .....	...	...	...	405	5	21	...	...	...	...	...	...	...
Horace, Livy .....	...	...	...	406	5	33	...	...	...	...	...	...	...
Livy, Horace .....	...	...	...	...	...	...	407	5	36	...	...	...	...
Latin Comedy .....	...	...	...	...	...	...	...	...	...	408	5	24	...
Tacitus, Catullus .....	...	...	...	501	3	8	...	...	...	...	...	...	...
Letters of Pliny and Cicero, Martial .....	...	...	...	...	...	...	502	3	7	...	...	...	...
Ovid, Petronius .....	...	...	...	...	...	...	...	...	...	503	3	8	...
Grammatical Review .....	...	...	...	...	...	...	505	2	5	...	...	...	...
Roman Private Life .....	...	...	...	507	3	9	...	...	...	...	...	...	...
Roman Art and Archaeology .....	...	...	...	...	...	...	508	3	12	...	...	...	...
Medical Latin .....	...	...	...	510	3	*	...	...	...	510	3	*	...
Latin Satire .....	...	...	...	602	3	10	...	...	...	...	...	...	...
Lucretius .....	...	...	...	...	...	...	...	...	...	604	3	3	...
Latin Prose Composition: First Course .....	...	...	...	...	...	...	612	3	11	...	...	...	...
Latin Prose Composition: Second Course .....	...	...	...	613	1	1	613	1	0	613	1	0	...
Proseminary I .....	...	...	...	...	...	...	615	3	9	...	...	...	...
Proseminary II	616	3	21	...	...	...	...	...	...	616	3	10	...
Vulgar Latin .....	...	...	...	...	...	...	627	3	5	...	...	...	...
History of Literary Tradition .....	...	...	...	...	...	...	...	...	...	629	3	5	...
Private Reading and Minor Problems	631	2-5	8	631	2-5	0	631	2-5	2	631	2-5	1	...
...	635-	...	...	635-	...	...	635-	...	...	635-	...	...	...
Advanced Translation or Technical Courses	6-7	3	14	6-7	3	5	6-7	3	9	6-7	3	0	...
...	650-	...	...	650-	...	...	650-	...	...	650-	...	...	...
History of Roman Literature	1-2	3	12	1-2	3	4	1-2	3	4	1-2	3	4	...

THE WORK OF INSTRUCTORS—1937-1938 (Cont'd.)

202

COURSE SUBJECT	SUMMER QUARTER			AUTUMN QUARTER			WINTER QUARTER			SPRING QUARTER		
	Course No.	Credit Hours	Total No. of Students in All Sections	Course No.	Credit Hours	Total No. of Students in All Sections	Course No.	Credit Hours	Total No. of Students in All Sections	Course No.	Credit Hours	Total No. of Students in All Sections
Historical Greek and Latin Grammar— 720-1-2. See Greek												
Seminary	800	3	12	800	3	3	800	3	3	800	3	2
Research in Classical Languages.....	950	...	5	950	...	1	950	...	1	950	...	1
DAIRY TECHNOLOGY												
Principles of Dairy Technology.....	401	5	81	401	5	50	401	5	87
Testing of Milk Products	403	5	10	403	5	21	403	5	13
Butter Industry	405	5	6	405	5	11	405	5	9
Soft Cheese Manufacturing	407	3	15	...	...	...	407	3	10
Dairy Engineering	411	2	29	...	...	...
Management of Dairy Plants.....	605	2	30	...	...	...
Market Milk	607	5	25	607	5	55	...	...	...
Hard Cheese Manufacturing.....	608	5	26	...	...	...
Condensed Milk and Milk Powders.....	609	3	30	...	...	...	...	...	...
Ice Cream Manufacturing.....	610	5	25	...	...	...	...	...	...
Dairy Products Scoring.....	615	3	30
Special Problems	701	3-15	1	701	3-15	2	701	3-15	1
Dairy Seminary	702	1	33	702	1	33	702	1	24
Research in Dairy Technology.....	950	...	3	950	...	4	950	...	3
DENTISTRY												
OPERATIVE DENTISTRY												
Dental Anatomy	601	2	55	...	...	...	...	...	...
Dental Anatomy	602	4	54	...	...	...
Dental Anatomy and Operative Technic.....	603	2	53
Orientation in Dentistry.....	604	1	55	...	...	...	...	...	...
Operative Technic	605	3	45	...	...	...	...	...	...
Operative Technic	606	3	42	...	...	...
Principles & Practice of Operative Dentistry.....	609	2	53	610	3	55	611	3	54
Principles & Practice of Operative Dentistry.....	613	5	39	614	6	39	615	6	39
Dental Hygiene: Immunology.....	616	1	40
Oral Hygiene: Immunology.....	617	2	53	...	...	...	...	...	...
Oral Hygiene: Immunology.....	618	2	55	...	...	...
Porcelain Technic	619	1	55
Special Dental Histology.....	620	3	56	...	...	...	...	...	...
Dental Medicine: Pharmacology.....	621	1	55	...	...	...	...	...	...
Dental Medicine: Pharmacology.....	622	1	54	...	...	...
Dental Medicine	623	2	56

ANNUAL REPORT

Dental Medicine .....	...	...	625	2	40	...	...	...	...	...	...
Dental Medicine .....	...	...	...	...	...	626	2	39	...	...	...
Dental Medicine .....	...	...	...	...	...	...	...	...	627	2	39
Principles & Practice of Exodontia & X-ray ..	...	...	628	2	54	629	2	54	630	2	56
Orthodontia Principles and Technic .....	...	...	...	...	...	...	...	...	631	2	42
Orthodontia Principles and Practice .....	...	...	633	2	53	634	2	55	635	2	55
Anesthetics .....	...	...	637	2	40	638	2	39	639	2	39
Ethics, Economics, History & Jurisprudence ..	...	...	641	1	39	642	1	39	643	1	39
Oral Surgery .....	...	...	645	2	40	646	2	39	647	2	39
Dental Diagnosis and Treatment Planning ..	...	...	...	...	...	651	2	54	...	...	...
Dental Diagnosis and Treatment Planning ..	...	...	...	...	...	...	...	...	652	2	54
Minor Problems in Operative Dentistry .....	...	...	701	1-3	0	702	1-3	0	703	1-3	0
Research in Operative Dentistry .....	...	...	950	...	0	950	...	0	950	...	0

PROSTHESIS

Prosthetic Dentistry Technic .....	...	...	601	4	55	602	4	54	603	5	53
Prosthetic Dentistry Technic .....	...	...	605	3	39	606	2	43	607	4	40
Prosthetic Dentistry Principles & Practice ..	...	...	609	2	52	610	2	54	611	3	55
Prosthetic Dentistry Practice .....	...	...	613	2	40	614	2	39	615	2	39
Dental Metallurgy .....	...	...	619	2	39	...	...	...	...	...	...
Crown and Bridge Technic .....	...	...	621	3	39	...	...	...	...	...	...
Crown and Bridge Technic .....	...	...	...	...	...	622	2	39	...	...	...
Crown and Bridge Technic .....	...	...	...	...	...	...	...	...	623	4	42
Crown and Bridge Technic .....	...	...	625	2	53	626	2	55	627	2	55
Crown and Bridge Technic .....	...	...	629	2	40	630	2	39	631	2	39
Crown and Bridge Practice .....	...	...	704	1-3	0	705	1-3	0	706	1-3	0
Minor Problems in Prosthesis .....	...	...	950	...	0	950	...	0	950	...	0
Research in Prosthesis .....	...	...	...	...	...	...	...	...	...	...	...

ECONOMICS

Surety of the Development of Modern Economic Society.....	...	...	400	5	357	400	5	282	400	5	285
Principles of Economics.....	401	5	97	401	5	761	401	5	414	401	5	189
Principles of Economics.....	402	5	86	402	5	199	402	5	606	402	5	347
Principles of Economics for Engineers.....	...	...	403	3	198	403	3	187	403	3	134
Principles of Economics for Engineers.....	...	...	404	3	53	404	3	154	404	3	133
Economic History of the United States.....	...	...	501	5	15	...	...	...	...	...	...
Economic History of the United States.....	...	...	...	...	...	502	5	9	...	...	...
The Evolution of Modern Capitalism.....	...	...	...	...	...	...	...	...	503	5	29
Outlines of Public Finance.....	509	5	27	509	5	53	509	5	29	509	5	43
Introduction to the Study of Labor Problems.....	510	3	16	510	5	53	510	3	55	510	3	81
The International Organization of Labor.....	...	...	...	...	...	513	3	20	...	...	...
Money and Banking.....	520	5	25	520	5	211	520	5	146	520	5	159
Elementary Economic Statistics.....	522	3	18	522	3	131	522	3	88	522	3	142
Principles of Economics: Advanced Course.....	...	...	602	3	32	...	...	...	...	...	...
Principles of Economics: Advanced Course.....	...	...	602	3	0	602	3	23	...	...	...
Principles of Economics: Advanced Course.....	...	...	603	3	0	...	...	...	603	3	16
Current Economic Problems.....	...	...	604	3	18	605	3	21	...	...	...
Money and Banking: Problems and Policies.....	...	...	...	...	...	...	...	...	613	3	0
Corporation Economics.....	...	...	616	5	23	...	...	...	...	...	...
Transportation Economics.....	618	5	21	618	5	0	618	5	91	618	5	65
Principles of Insurance.....	...	...	624	3	43	624	3	39	...	...	...
Analysis & Control of Business Cycles.....	...	...	...	...	...	625	3	18	626	3	11

THE WORK OF INSTRUCTORS—1937-1938 (Cont'd.)

COURSE SUBJECT	SUMMER QUARTER			AUTUMN QUARTER			WINTER QUARTER			SPRING QUARTER		
	Course No.	Credit Hours	Total No. of Students in All Sections	Course No.	Credit Hours	Total No. of Students in All Sections	Course No.	Credit Hours	Total No. of Students in All Sections	Course No.	Credit Hours	Total No. of Students in All Sections
Public Finance.....	631	3	88	632	3	20	633	3	74
International Economic Problems.....	634	3	16	635	3	12	...	...	...
Labor Relations.....	637	5	23	637	5	56	...	...	...	...	...	...
Labor Legislation.....	638	3	37	...	...	...
Social Insurance.....	639	3	71
Woman in the Modern Economic World.....	643	3	0	...	...	...	...	...	...
Principles of Economic Consumption.....	645	3	5	...	...	...
Public Utility Economics.....	648	5	18	...	...	...	...	...	...
International Commercial Policies.....	651	3	31
The Distribution of Wealth and Income.....	656	3	19
Population	658	3	9	659	3	10	...	...	...
The History of Movements of Economic Reform	669	3	8	...	...	...	...	...	...
Theories of Economic Reform.....	670	3	15	...	...	...
Capitalism and Socialism in Present Day Europe	671	3	21
Honors Courses.....	700-801-2-3	1-5	0	700-801-2-3	1-5	0	700-801-2-3	1-5	3	700-801-2-3	1-5	2
History of Economic Thought.....	...	3	4	...	3	7	...	3	6	...	3	5
Economic History of the United States.....	804	3	*	805	3	*	806	3	*
Statistical Analysis.....	807	2	25	808	2	25	809	2	22
The Economic History of Western Europe.....	812	2	9	813	2	5	814	2	7
Costs and Returns.....	816	...	...	816	...	...	816	...	...	815	3	0
Modern Economic Theories and Theorists....	7-8	3	6	7-8	3	8	7-8	3	8	816	3	7
Current Taxation Problems.....	825	2	0	...	...	...
Stability of Capitalism.....	826	2	0	827	2	0
Income	842	3	0
Advanced Money.....	863	3	9	...	...	...	...	...	...	863	3	10
Advanced Banking.....	864	3	6	...	...	...	864	3	9	...	...	...
Public Control of Industry.....	865	2	0	866	2	1	867	2	0
Problems of Capital Accumulation and Utilization	868	3	5
European Banking Systems.....	870	2	3	...	...	...	...	...	...
Problems in Modern Economic Theory.....	871	3	*	872	3	*	873	3	*
Labor and Industry.....	874	2	11
Social Insurance Problems.....	877	2	11	...	...	...
Mathematical Economic Theory.....	879	2	2	...	...	...	...	...	...

Institutional Economics.....	...	...	880	2	*	881	2	*	882	2	*
Continental Economists.....	...	...	883	2	*	884	2	*	885	2	*
Geisteswissenschaften.....	...	...	885	3	0	886	3	1	887	3	0
Research in Economics.....	950	0	950	...	0	950	...	10	950	...	6

EDUCATION

The Laboratory of Industries.....	455	5	10	455	5	37	...	...	458	...	...
General Wood and Metal Work.....	458	5	10	...	...	...	458	5	52	458	5
Problem Planning in Industrial Arts.....	460	5	18	...	...	...	...	...	...	...	...
Secretarial Service and Office Practice.....	471-	4	22	471-	4	18	2-3	4	29	2-3	4
Introduction to the Study of Education.....	501	4	114	501	4	196	501	4	118	501	4
The Evolution of the Elementary School.....	507	1	37	507	1	4	507	1	61	507	1
Kindergarten and Pre-School Teaching.....	509	3	12	...	...	...	...	...	...	...	...
The Teaching of Arithmetic in Elem. Schools	510	3	21	...	...	...	...	...	...	...	...
Teaching the English Studies in the Elementary Schools.....	511	3	64	...	...	...	...	...	...	...	...
Teaching the Social Studies in the Intermediate Grades.....	512	3	19	...	...	...	...	...	...	...	...
Pupil Personnel in Elementary Education...	513	4	22	...	...	...	513	4	68	...	...
Contemporary Elementary Educational Practice	514	4	262	...	...	...	...	...	...	514	4
Theory & Practice in Elementary Education	...	...	...	516	6	64	517	6	69	518	12
Supervised Student Teaching of Music in Elementary Schools.....	520	3	*	520	3	14	520	3	10	520	3
Teaching Children's Literature.....	521	3	101	521	3	92	...	...	...	...	...
Activities Laboratory for Teachers in Elementary Schools.....	522	3	90	522	3	86	...	...	...	...	...
Activities Laboratory for Teachers in Elementary Schools.....	523	3	63	...	...	...	523	3	87	...	...
Teaching Nature Study and Science in the Elementary School.....	528	3	50	...	...	...	...	...	...	528	3
The Theory and Practices in Secondary School Teaching.....	533	4	149	533	4	207	533	4	151	533	4
The Theory and Practices in Secondary School Teaching.....	534	4	38	534	4	85	534	4	139	534	4
Student Teaching in Secondary Schools.....	536	3-12	7	536	3-12	129	536	3-12	34	536	3-12
Special Methods in Industrial Education.....	565	5	28	...	...	...	565	5	29	...	...
Teaching Traffic Safety.....	570	2	9	...	...	...	...	...	...	...	...
Minor Problems.....	600	2-4	415	600	2-4	52	600	2-4	86	600	2-4
Radio in Education.....	601	2-3	35	601	2-3	14	...	...	...	...	...
Visual Aids.....	602	2	73	...	...	...	...	...	...	...	...
Foundations of Education.....	606	5	51	606	5	19	606	5	0	606	5
Conceptions of Mind in Educational Theory	610	3	152	610	3	108	...	...	...	...	...
The Thinking Process in its Educational Bearings.....	611	3	45	...	...	...	611	3	44	...	...
Modern Tendencies in Education.....	617	3	119	...	...	...	...	...	...	617	3
Moral Ideals in Education.....	620	3	31	...	...	...	...	...	...	620	3
Social Education.....	624	3	*	...	...	...	...	...	...	624	3
The History of Modern Education.....	632	5	120	632	5	102	632	5	187	632	5
Historical and Comparative Study of Secondary Education.....	633	2	*	633	2	10	...	...	...	...	...

[illegible]

Admin. & Supervision of Commercial Education	724	3	25	...	...	...	...	...	...	...	...	...
Selecting and Teaching Junior High School Commercial Subjects.....	725	3	11	...	...	...	...	...	...	...	...	...
Selecting and Teaching Senior High School Subjects	726	3	30	...	...	...	...	...	...	...	...	...
Introduction to School Administration.....	727	3	131	727	3	22	...	...	...	...	...	...
Administration of Rural & Village Schools.....	729	3	88	...	...	...	729	3	10	...	...	...
Admin. of Physical & Health Education.....	731	3	14	...	...	...	...	...	...	...	...	...
Administration of School Financial Accounting in Ohio.....	733	2	36	...	...	...	...	...	...	...	...	...
Business Administration of Schools.....	735	3	27	...	...	...	735	3	19	...	...	...
Administration of Pupil Personnel.....	738	3	42	...	...	...	738	3	7	738	3	29
Public School Relations.....	740	2	31	...	...	...	...	...	...	...	...	...
Legal Aspects of School Administration.....	742	3	66	...	...	...	...	...	...	742	3	15
Administration of Teacher Retirement and Pension Systems.....	744	1	13	...	...	...	...	...	...	...	...	...
Administration of School Libraries.....	746	2	13	...	...	...	...	...	...	...	...	...
Fundamentals of Guidance.....	750	5	22	750	5	28	...	...	...	...	...	...
Guidance through Social-Economic Studies.....	752	5	22	...	...	...	...	...	...	752	5	10
The Administration of Guidance Programs.....	754	3	54	...	...	...	...	...	...	754	3	19
Supervised Teaching in Special Classes.....	764	5	0	...	...	...	...	...	...	764	5	1
Principles and Methods of Teaching the Mentally Retarded.....	765	3	37	...	...	...	...	...	...	...	...	...
Principles and Methods of Teaching Behavior Problem Children	766	3	45	...	...	...	766	3	11	...	...	...
Administration of Special Education.....	767	3	21	...	...	...	...	...	...	767	3	9
Adult Education.....	770	3	27	...	...	...	770	3	18	...	...	...
The Preparation of Theses and Other Scientific Reports.....	802	3	51	...	...	...	802	3	20	...	...	...
Educational Experimentation.....	804	5	34	...	...	...	...	...	...	804	5	34
Techniques of Curriculum Construction.....	806	5	0	806	5	11	...	...	...	...	...	...
Seminary: Special Problems in Educational Theory	811	3	4	811	3	5	811	3	0	811	3	3
Comparative Education.....	814	5	13	814	5	12	815	5	0	...	...	...
Seminary in the History of Education.....	816	2-5	0	816	2-5	0	816	2-5	7	816	2-5	0
Curriculum Problems in Elementary Education	824	3	22	...	...	...	...	...	...	...	...	...
Elementary School Administration and Supervision	825	3	30	...	...	...	...	...	...	825	3	*
Practice in Supervision.....	826	3	*	...	...	...	...	...	...	826	3	*
Laboratory Problems in Child Development.....	827	3	6	...	...	...	...	...	...	827	3	21
Seminary in Elementary Education.....	828	2-5	12	828	2-5	8	...	...	...	...	...	...
High School Administration & Supervision I.....	829	5	101	...	...	...	829	5	8	...	...	...
High School Administration & Supervision II.....	830	5	85	...	...	...	...	...	...	830	5	6
The Secondary School Curriculum.....	831	5	60	...	...	...	...	...	...	831	5	16
The Junior College.....	832	3	0	...	...	...	...	...	...	...	...	...
Seminary in Secondary Education.....	837	3-5	34	837	3-5	4	837	3-5	6	837	3-5	6
Seminary in the Teaching of the Social Studies in the Secondary Schools.....	839	3	9	839	3	3	...	...	...	839	3	5
Seminary in the Teaching of Mathematics and the Physical Sciences.....	842	3 or more	27	842	2 or more	12	...	...	...	842	2 or more	6

THE WORK OF INSTRUCTORS—1937-1938 (Cont'd.)

208

ANNUAL REPORT

COURSE SUBJECT	SUMMER QUARTER			AUTUMN QUARTER			WINTER QUARTER			SPRING QUARTER		
	Course No.	Credit Hours	Total No. of Students in All Sections	Course No.	Credit Hours	Total No. of Students in All Sections	Course No.	Credit Hours	Total No. of Students in All Sections	Course No.	Credit Hours	Total No. of Students in All Sections
Seminary in the Teaching and Supervision of Foreign Languages.....	843	3	0	...	...	...	...	...	...	843	3	*
Higher Education I—Basic Courses.....	845	...	...	845	5	19	...	...	...	...	...	...
Higher Education II—Basic Courses.....	846	...	15	...	...	...	...	...	...	...	...	...
Theory & Administration of Higher Education.....	847	...	7	...	...	...	847	5	0	848	5	16
Curriculum and Method of Higher Education.....	848	...	6	...	...	13	...	...	...	...	...	...
Teacher Training.....	850	...	4	850	5	...	...	...	...	...	...	...
Achievement Tests in Higher Education.....	852	...	4	...	...	...	852	5	14	...	...	...
Practicum in Industrial Arts Education.....	856	3-5	45	...	...	...	856	3-5	5	...	...	...
Admin. of Industrial Educ. in Sec. Schools.....	857	3	9	...	...	...	...	...	...	857	3	5
Scientific Studies in Industrial Arts and Industrial Vocational Education.....	860	2	16	860	2	7	...	...	...	...	...	...
Seminary in Industrial Arts and Industrial Vocational Education.....	862	2	8	...	...	...	862	2	4	862	2	10
Administrative Problems of the City Sup'y.....	871	3	24	...	...	...	...	...	...	...	...	...
Staff Personnel Administration.....	873	4	82	873	4	7	...	...	...	...	...	...
School Finance.....	875	3	52	875	3	9	...	...	...	...	...	...
Federal and State School Administration.....	878	3	41	...	...	...	878	3	19	...	...	...
Planning, Constructing, Equipping School Buildings.....	880	5	17	...	...	...	880	5	0	...	...	...
Seminary in School Administration.....	882	2-5	35	882	2-5	9	882	2-5	0	882	2-5	7
Seminary in Special Education.....	897	3-5	*	...	...	...	...	...	...	897	3-5	1
Research in Education.....	950	...	129	950	...	8	950	...	15	950	...	33
ELECTRICAL ENGINEERING												
Electrical Engineering Survey.....	...	...	...	461	3	74	...	...	...	...	...	...
Direct Current Apparatus.....	501	5	7	501	5	14	...	...	...	501	5	59
Radio Management and Program Direction.....	...	...	...	...	...	...	555	...	...	...	...	...
Alternating Current Circuits.....	603	5	11	603	5	43	603	5	8	...	...	...
Alternating Current Laboratory.....	604	2	11	604	2	42	604	2	9	...	...	...
Engineering Electronics.....	...	...	...	607	4	10	607	4	42	...	...	...
Medium and High Frequency Circuits.....	...	...	...	...	...	...	611	5	7	611	5	51
Electrical Engineering.....	...	...	...	642	4	44	642	4	116	642	4	19
Electrical Engineering.....	...	...	...	643	4	7	643	4	37	643	4	103
Radio Broadcasting Problems.....	...	...	...	655	1-3	3	655	1-3	2	655	1-3	5
Electrical Engineering Survey.....	...	...	...	661	3	43	...	...	...	...	...	...
Alternating Current Apparatus.....	...	...	...	701	3	34	701	3	17	...	...	...
Alternating Current Apparatus.....	...	...	...	...	...	...	702	3	20	702	3	10
Advanced Alternating Current Circuits.....	...	...	...	703	4	45	...	...	...	...	...	...

Alternating Current Laboratory.....	705	4	27	705	4	11	706	4	10
Alternating Current Laboratory.....	705	4	27	706	4	19	706	4	10
Generation, Transmission, Distribution and Utilization of Electric Power.....	717	4	2	711	4	20	712	4	18
Communication Engineering.....	717	4	23	717	4	23	717	4	23
Electrical Illumination.....	720	4	9	720	4	9	720	4	9
Electrical Illumination.....	722	3	5	722	3	5	722	3	5
Advanced Electrical Communication.....	732	4	0	732	4	0	732	4	0
Engineering Projects.....	735	3	0	735	3	0	735	3	0
Thesis.....	736	3	0	736	3	0	736	3	0
Thesis.....	736	3	0	736	3	0	736	3	0
Economics & Organization of the Electrical Industry.....	741	3	41	741	3	41	741	3	41
Advanced Theoretical Study of Electrical Engineering Practice and Equipment.....	760	7	761	760	7	761	760	7	761
Special Advanced Laboratory.....	765	0	766	765	0	766	765	0	766
Analysis in Electrical Engineering Problems.....	783	37	783	783	37	783	783	37	783
Electrical Engineering Practice.....	801-2-3	7	801-2-3	801-2-3	7	801-2-3	801-2-3	7	801-2-3
Advanced Theoretical Study of Electrical En- gineering Practice and Equipment.....	805-6-7	0	805-6-7	805-6-7	0	805-6-7	805-6-7	0	805-6-7
Advanced Laboratory Study of Electrical En- gineering Equipment.....	821	3	822	821	3	822	821	3	822
Revolving Fields and Permeances in Elec- trical Machinery.....	824	3	825	824	3	825	824	3	825
Advanced Synchronous Machine Theory.....	831	3	831	831	3	831	831	3	831
Transmission Networks.....	882	3	882	882	3	882	882	3	882
Electromagnetic Radiation & Radiat. Systems.....	833	3	5	833	3	5	833	3	5
Electro-Acoustical Systems.....	833	3	5	833	3	5	833	3	5
Research in Electrical Engineering.....	950	9	950	950	9	950	950	9	950
ENGINEERING DRAWING									
Principles of Engineering Drawing.....	401	4	12	401	4	697	401	4	119
Principles of Engineering Drawing.....	402	4	5	402	4	504	402	4	159
Descriptive Geometry.....	403	4	28	403	4	131	403	4	340
Descriptive Geometry.....	411	4	39	411	4	39	411	4	33
Principles of Engineering Drawing.....	412	4	33	412	4	33	412	4	33
Principles of Engineering Drawing.....	413	4	24	413	4	24	413	4	24
Descriptive Geometry.....	414	2	54	414	2	54	414	2	54
Drawing and Sketching.....	421	3	155	421	3	155	421	3	155
Descriptive Geometry.....	422	3	55	422	3	55	422	3	55
Elements of Drawing and Lettering.....	424	4	42	424	4	42	424	4	42
Engineering Drawing.....	425	2	9	425	2	9	425	2	9
Machine Drawing.....	426	3	34	426	3	34	426	3	34
Advanced Descriptive Geometry.....	431	4	22	431	4	22	431	4	22
Engineering Drawing.....	432	4	42	432	4	42	432	4	42
Technical Drawing.....	438	3	57	438	3	57	438	3	57
Principles of Graphic Representation.....	439	3	35	439	3	35	439	3	35
Graphic Description.....	701	2	41	701	2	41	701	2	41
House Planning.....	704	4	44	704	4	44	704	4	44
Drawing in Business.....	704	4	44	704	4	44	704	4	44
Chemical Machine Drawing.....	704	4	44	704	4	44	704	4	44
Chemical Plant Layout and Design.....	704	4	44	704	4	44	704	4	44

THE WORK OF INSTRUCTORS—1937-1938 (Cont'd.)

210

COURSE SUBJECT	SUMMER QUARTER			AUTUMN QUARTER			WINTER QUARTER			SPRING QUARTER		
	Course No.	Credit Hours	Total No. of Students in All Sections	Course No.	Credit Hours	Total No. of Students in All Sections	Course No.	Credit Hours	Total No. of Students in All Sections	Course No.	Credit Hours	Total No. of Students in All Sections
ENGLISH	...	...	...	...	...	...	...	...	...	...	...	...
Review in the Elements of Composition.....	...	...	...	400	0	161	400	0	130	400	0	30
Composition and Reading.....	401	5	53	401	5	792	401	5	608	401	4	426
English Composition.....	...	...	...	410	3	596	410	3	405	410	3	57
English Composition.....	...	...	...	411	3	66	411	3	508	411	3	325
English Composition.....	...	...	...	412	3	383	412	3	96	412	3	512
Advanced English for Engineers.....	...	...	...	419	2	70	419	3	44	419	3	73
Introduction to Literature.....	430	5	138	430	5	755	430	5	758	430	5	587
Masters of Modern Literature.....	440	5	36	440	5	210	440	5	171	440	5	262
Introduction to Shakespeare.....	450	5	90	450	5	124	450	5	133	450	5	151
Advanced Composition.....	507	5	27	507	5	73	507	5	72	507	5	88
English Words.....	...	...	...	...	...	...	528	3	42	528	3	61
The English Bible.....	...	...	...	...	...	...	529	5	30	...	...	...
Studies in Criticism.....	...	...	...	...	...	...	...	...	...	605	3	20
American Literature to the Civil War.....	...	...	...	609	5	78	...	...	...	...	...	...
American Literature from Whitman to the Contemporary Period.....	610	5	96	...	...	...	610	5	107	...	...	...
History of the English Language.....	...	...	...	627	3	21	...	...	...	...	...	...
Dryden to Pope.....	635	5	20	635	5	24	...	...	...	...	...	...
Pope to Blake.....	...	...	...	...	...	...	636	5	27	...	...	...
Men and Manners of the Enlightenment.....	637	5	25	...	...	...	...	...	...	637	5	53
The Romantic Era.....	...	...	...	641	5	41	641	5	78	641	5	51
The Victorians.....	642	5	75	642	5	34	642	5	25	642	5	82
Literature and Composition.....	...	...	...	...	...	...	...	...	...	643	5	18
The Late Victorians.....	644	5	107	644	5	5	644	5	19	644	5	46
Middle English.....	...	...	...	...	...	...	646	3	5	...	...	...
Old English Prose and Poetry.....	...	...	...	651	5	14	...	...	...	...	...	...
Early Ballads, Lyrics and Drama.....	...	...	...	652	5	10	...	...	...	...	...	...
Chaucer and His Period.....	653	5	17	...	...	...	653	5	17	...	...	...
English Medieval Literature to Chaucer.....	...	...	...	654	5	...	...	...	...	...	...	...
The Novel.....	655	5	23	655	5	55	...	...	...	...	...	...
Versification.....	...	...	...	...	...	...	...	...	...	657	5	14
The Short Story.....	...	...	...	...	...	...	658	5	34	...	...	...
The Literary Revival in Ireland.....	...	...	...	...	...	...	...	...	...	664	5	19
Recent and Contemporary Drama.....	...	...	...	...	...	...	670	5	60	...	...	...
Seventeenth Century Literature.....	...	...	...	...	...	...	671	5	27	...	...	...
The English Renaissance.....	...	...	...	674	5	38	...	...	...	...	...	...
Shakespeare.....	...	...	...	676	5	31	...	...	...	...	...	...
Elizabethan Drama.....	677	5	59	...	...	...	...	...	...	677	5	30

ANNUAL REPORT

Minor Problems in English.....	701	1 or more	8	701	1 or more	6	701	1 or more	1	701	1 or more	2
Honors Courses.....	...	...	...	705-	...	...	705-	...	...	705-	...	...
Master's Thesis.....	750	...	0	750	...	0	750	...	1	750	...	0
History of the Short Narrative in English.....	...	...	...	801	...	2	...	...	...	...	...	...
The Lyric.....	...	...	...	802	...	2	...	...	...	...	...	...
Studies in the Seventeenth Century.....	815	5	4	815	5	4	...	...	...	...	...	...
Advanced Reading and Study: Poetic Rhythms.....	816	3	...	...	...	...	...	...	...	...	...	...
Studies in Modern English Language.....	...	...	...	...	...	...	825	5	3	...	...	...
Studies in Contemporary Literature.....	...	...	...	...	...	...	827	5	7	...	...	...
Studies in the Age of Enlightenment.....	835	5	4	...	...	...	...	...	...	835	5	12
Studies in the Age of Democracy.....	845	5	0	845	5	0	...	...	...	...	...	...
Studies in the Period of Chaucer.....	...	...	...	...	...	...	...	...	...	855	5	11
Studies in American Literature.....	865	5	3	...	...	...	...	...	...	865	5	*
Studies in the Renaissance.....	...	...	...	...	...	...	875	5	4	...	...	...
Problems in Advanced Research.....	...	...	...	890	5	7	891	5	7	...	...	...
Research in English.....	950	...	11	950	...	6	950	...	6	950	...	4

FINE ARTS

Elementary Freehand Drawing.....	321	3	50	...	...	...	...	...	...	...	...	...
Advanced Freehand Drawing.....	323	3	7	...	...	...	...	...	...	...	...	...
Elementary Design.....	331	3	36	...	...	...	...	...	...	...	...	...
Intermediate Design.....	332	3	1	...	...	...	...	...	...	...	...	...
Elementary Ceramic Design.....	340	3	43	...	...	...	...	...	...	...	...	...
Water Color Painting.....	341	3	18	...	...	...	...	...	...	...	...	...
Teaching Methods.....	342	3-9	58	...	...	...	...	...	...	...	...	...
Landscape Painting.....	345	3	8	...	...	...	...	...	...	...	...	...
History of the Minor Arts.....	360	3	2	...	...	...	...	...	...	...	...	...
Problems in Art Education.....	381	3	14	...	...	...	...	...	...	...	...	...
Ceramic Art.....	393	3-9	17	...	...	...	...	...	...	...	...	...
Ceramic Composition.....	394	3	2	...	...	...	...	...	...	...	...	...
Ceramic Education.....	395	3	6	...	...	...	...	...	...	...	...	...
Freehand Drawing.....	...	...	...	401	2	31	402	2	87	403	2	78
Advanced Freehand Drawing.....	...	...	...	404	2	10	405	2	9	...	...	...
Water Color Painting.....	...	...	...	...	...	...	...	...	...	407	2	17
Water Color Painting.....	...	...	...	408	3	11	...	...	...	...	...	...
Drawing from Life.....	...	...	...	411	3	1	411	3	6	411	3	2
Drawing from Life.....	...	...	...	412	3	0	412	3	3	412	3	3
Elementary Freehand Drawing.....	421	5	7	421	5	123	421	5	74	421	5	73
Advanced Freehand Drawing.....	423	5	2	423	5	43	423	5	85	423	5	30
Drawing from Life.....	...	...	...	424	5	36	424	5	33	424	5	45
Elementary Design.....	531	5	9	431	5	181	431	5	70	431	5	137
Intermediate Design.....	432	5	4	432	5	45	432	5	38	432	5	20
Costume Design.....	...	...	...	437	3	102	437	3	48	437	3	52
Water Color Painting.....	441	5	4	441	5	19	...	...	...	441	5	45
Oil Painting.....	442	5	5	442	5	15	442	5	22	442	5	12
History of Costume Design.....	...	...	...	...	...	...	456	3	0	...	...	...
Sculpture.....	...	...	...	461	5	26	461	5	12	461	5	13
Appreciation of the Fine Arts.....	479	3	35	479	3	96	479	3	58	479	3	63
An Introduction to Ceramic Art.....	...	...	...	...	...	...	489	3	0	489	3	6
Elementary Ceramic Art.....	...	...	...	490	5	20	491	5	16	498	5	7

THE WORK OF INSTRUCTORS—1937-1938 (Cont'd.)

212

ANNUAL REPORT

COURSE SUBJECT	SUMMER QUARTER			AUTUMN QUARTER			WINTER QUARTER			SPRING QUARTER		
	Course No.	Credit Hours	Total No. of Students in All Sections	Course No.	Credit Hours	Total No. of Students in All Sections	Course No.	Credit Hours	Total No. of Students in All Sections	Course No.	Credit Hours	Total No. of Students in All Sections
History of the Fine Arts Thru the Ages.....	501	5	118	502	5	118	503	5	93
Advanced Life Drawing.....	505	5	34	505	5	22	505	5	34
Commercial Design.....	533	5	18	533	5	16	533	5	11
Specialized Design.....	534	5	7	534	5	20	534	5	13
Illustrative Drawing.....	535	5	5	536	5	3	537	5	6
Pencil Sketching.....	538	3-9	21	538	3-9	34	538	3-9	37
Advanced Water Color Painting.....	544	5	11	...	...	...	544	5	23
Advanced Oil Painting.....	560	5	14	560	5	13	560	5	7
Advanced Sculpture.....	562	5	1	562	5	8	562	5	4
Technical Problems.....	6-7	3-15	23	565	...	...	565	...	...	565	...	...
The Teaching of Art in the Elem. Schools....	6-7	3-15	90	6-7	3-15	117	6-7	3-15	106
Ceramic History & Decorative Processes.....	569	5	65	570	5	69	...	...	...
Ceramic Composition.....	590	5	8	591	5	9	592	5	3
The Theory & Practice of Teaching Art.....	593	5	5	594	5	5	595	5	5
Portrait Painting.....	600	5	41	...	...	...
Methods and Materials of the Painter.....	645	5	9	646	5	16	647	5	14
History of Renaissance Art.....	650	3	5	...	...	...	...	...	...
History of Oriental Art.....	654	5	20
Advanced Technical Problems.....	661	...	...	...	...	...	656	5	*	...	...	...
History of the Art of Ancient Egypt and Mesopotamia.....	2-3	3-15	56	661	...	...	661	...	...	661	...	...
History of Hellenic Art.....	2-3	3-15	37	2-2	3-15	31	2-3	3-15	38
History of Moslem Art.....	670	2	32	...	...	...	...	...	...
History of Christian Art of Middle Ages.....	671	3	31	...	...	...	...	...	...
History of Spanish Art.....	672	3	*	...	...	...
History of English and American Art.....	673	3	33	...	...	...
History of the French Art from the Beginning of the 17th Century to Present.....	677	3	36	...	...	...	674	2	18	...	...	...
History of Art in Germany and the Low Countries.....	676	2	24	...	...	...
Major Technical Problems.....	677	3	18
Major Historical Problems.....	801	3-15	10	802	3-15	12	803	3-15	15
Research in Fine Arts.....	804	3-15	13	805	3-15	11	806	3-15	12
	950	...	2	950	...	3	950	...	4
GEOGRAPHY												
Principles of Geography.....	401	5	86	401	5	606	401	5	229	401	5	394
Regional-Economic Geography.....	403	5	117	403	5	174	403	5	260	403	5	253

Cartography and Map Interpretation.....	505	3	6	505	3	37	421	3	14	505	3	73
Geography of the United States and Canada	603	3	22	603	3	8	605	2	14	603	3	20
The Localization of Manufacturing Industries	604	3	37	604	3	8	605	2	14	604	3	20
of the United States.....	605	2	23	605	2	23	605	2	14	605	2	23
Conservation and Land Utilization.....	606	2	23	606	2	23	606	2	14	606	2	23
Geography of Ohio.....	607	2	23	607	2	23	607	2	14	607	2	23
Climatology.....	608	2	23	608	2	23	608	2	14	608	2	23
Geography of Europe.....	609	2	23	609	2	23	609	2	14	609	2	23
Geography of Latin America.....	610	2	23	610	2	23	610	2	14	610	2	23
Geography of Asia.....	611	2	23	611	2	23	611	2	14	611	2	23
The Historical Geography of Commerce.....	612	2	23	612	2	23	612	2	14	612	2	23
The Geography of Modern Commerce.....	613	2	23	613	2	23	613	2	14	613	2	23
The Geography of Trade Centers.....	614	2	23	614	2	23	614	2	14	614	2	23
Anthropogeography.....	615	2	23	615	2	23	615	2	14	615	2	23
Field Work in Geography.....	616	2	23	616	2	23	616	2	14	616	2	23
Special Problems in Geography.....	617	2	23	617	2	23	617	2	14	617	2	23
History of Geography.....	618	2	23	618	2	23	618	2	14	618	2	23
Seminary in Geography.....	619	2	23	619	2	23	619	2	14	619	2	23
Research in Geography.....	620	2	23	620	2	23	620	2	14	620	2	23

GEOLOGY

General Geology.....	401	5	20	401	5	207	401	5	158	401	5	99
General Geology.....	402	5	14	402	5	28	402	5	100	402	5	98
The Geology of Our Mineral Wealth.....	403	5	14	403	5	28	403	5	100	403	5	98
Geologic Life Development.....	404	5	14	404	5	28	404	5	100	404	5	98
Geology of Ohio.....	405	5	14	405	5	28	405	5	100	405	5	98
Meteorology.....	406	5	14	406	5	28	406	5	100	406	5	98
Engineering Geology.....	407	5	14	407	5	28	407	5	100	407	5	98
Advanced General Geology: Physiography...	408	5	14	408	5	28	408	5	100	408	5	98
Advanced General Geology: Structural and	409	5	14	409	5	28	409	5	100	409	5	98
Dynamic.....	410	5	14	410	5	28	410	5	100	410	5	98
Advanced General Geology: Historical.....	411	5	14	411	5	28	411	5	100	411	5	98
Economic Geology: Metals.....	412	5	14	412	5	28	412	5	100	412	5	98
Economic Geology: Non-metals.....	413	5	14	413	5	28	413	5	100	413	5	98
Economic Geology: Petroleum.....	414	5	14	414	5	28	414	5	100	414	5	98
Stratigraphic Geology of Ohio.....	415	5	14	415	5	28	415	5	100	415	5	98
Petrology.....	416	5	14	416	5	28	416	5	100	416	5	98
Physiography of the United States.....	417	5	14	417	5	28	417	5	100	417	5	98
Special Problems.....	418	5	14	418	5	28	418	5	100	418	5	98
Geological Surveying.....	419	5	14	419	5	28	419	5	100	419	5	98
Clays.....	420	5	14	420	5	28	420	5	100	420	5	98
Introductory Paleontology.....	421	5	14	421	5	28	421	5	100	421	5	98
Introductory Paleontology.....	422	5	14	422	5	28	422	5	100	422	5	98
Introductory Paleontology.....	423	5	14	423	5	28	423	5	100	423	5	98
Micro-Paleontology.....	424	5	14	424	5	28	424	5	100	424	5	98
Field Geology.....	425	5	14	425	5	28	425	5	100	425	5	98
Advanced Historical Geology.....	426	5	14	426	5	28	426	5	100	426	5	98
Advanced Paleontology.....	427	5	14	427	5	28	427	5	100	427	5	98
Geology of the Eastern United States.....	428	5	14	428	5	28	428	5	100	428	5	98
Geology of the Western United States.....	429	5	14	429	5	28	429	5	100	429	5	98
Principles of Sedimentation & Stratigraphy...	430	5	14	430	5	28	430	5	100	430	5	98
Seminary in Metamorphic Geology.....	431	5	14	431	5	28	431	5	100	431	5	98

THE WORK OF INSTRUCTORS—1937-1938 (Cont'd.)

COURSE SUBJECT	SUMMER QUARTER			AUTUMN QUARTER			WINTER QUARTER			SPRING QUARTER		
	Course No.	Credit Hours	Total No. of Students in All Sections	Course No.	Credit Hours	Total No. of Students in All Sections	Course No.	Credit Hours	Total No. of Students in All Sections	Course No.	Credit Hours	Total No. of Students in All Sections
Seminary in Structural Geology.....	...	...	...	...	...	...	816	2	1	...	...	...
Seminary in Earth Tectonics.....	...	...	...	...	...	...	...	...	...	817	2	0
Research in Geology.....	950	...	4	950	...	3	950	...	3	950	...	3
GERMAN												
Elementary German.....	401	5	22	401	5	238	401	5	101	401	5	71
Elementary German.....	...	...	...	402	5	49	402	5	158	402	5	70
Intermediate German.....	...	...	...	403	5	73	403	5	40	403	5	120
Easy Classical Reading.....	404	5	8	404	5	92	404	5	53	404	5	40
Honors Course in Elementary German.....	...	...	...	416	5	25	417	5	19	418	5	15
Readings in Biological Science.....	505	2	8	505	2	24	505	2	43	505	2	34
Readings in Physical Science.....	506	2	6	506	2	22	506	2	24	506	2	29
Elementary Conversation and Composition...	...	...	...	507	3	14	507	2	18	507	3	12
Elementary Composition.....	...	...	...	...	...	...	508	2	10	...	...	...
Readings in German Classical Drama.....	...	...	...	510	3	31	...	...	...	...	...	...
Readings in German 19th Century Drama....	...	...	...	...	...	...	520	3	47	...	...	...
Advanced German.....	...	...	...	...	...	...	551	3	27	...	...	...
Advanced German.....	553	3	12	...	...	...	...	...	...	553	3	25
Readings in German 19th Century Narrative Prose.....	...	...	...	554	3	28	...	...	...	...	...	...
Advanced German.....	...	...	...	...	...	...	...	...	...	560	3	38
Goethe's Prose.....	...	...	...	614	3	8	...	...	...	...	...	...
Gottfried Keller.....	...	...	...	...	...	...	629	3	8	...	...	...
18th & 19th Century Literature.....	632	3	6	...	...	...	...	...	...	...	...	...
Thomas Mann.....	...	...	...	...	...	...	...	...	...	642	3	8
Introduction to the Historical Study of German.....	...	...	...	656	3	*	...	...	...	...	...	...
Elementary Middle High German.....	...	...	...	...	...	...	673	3	*	...	...	...
Elements of Semantics.....	...	...	...	...	...	...	...	...	...	675	3	*
Advanced Composition.....	...	...	...	...	...	...	...	...	...	685	3	1
Practical German Pronunciation.....	...	...	...	...	...	...	691	2	1	...	...	...
Special Problems.....	695	2-10	8	695	2-10	3	695	2-10	2	695	2-10	2
Advanced Middle High German.....	...	...	...	801	3	8	...	...	...	...	...	...
Gothic.....	...	...	...	...	...	...	805	3	7	...	...	...
Old High German.....	...	...	...	...	...	...	...	...	...	810	3	5
Seminary in German Literature.....	860	5	7	860	5	6	860	5	8	860	5	6
Seminary in German Linguistics.....	...	...	...	870	3	6	870	3	6	870	3	4
Research in German.....	950	...	2	950	...	0	950	...	0	950	...	3

HISTORY

History of Western Civilization.....	...	...	...	400	5	239	400	5	64	400	5	62
History of Western Civilization.....	401	5	61	401	5	163	401	5	244	401	5	91
History of Western Civilization.....	...	...	...	402	5	87	402	5	135	402	5	217
History of the United States (1763-1852).....	...	...	...	403	5	574	403	5	298	403	5	257
History of the United States (1852-1936).....	404	5	31	404	5	146	404	5	331	404	5	247
England to the Seventeenth Century.....	...	...	...	421	5	21	...	...	...	...	...	...
England since 1600.....	...	...	...	...	...	...	422	5	31	...	...	...
The History of Ohio.....	437	3	38	437	3	11	...	...	...	...	...	...
The Renaissance .....	...	...	...	607	3	26	...	...	...	...	...	...
The Reformation .....	...	...	...	...	...	...	608	3	17	...	...	...
Constitutional History of England to 1603.....	...	...	...	611	3	10	...	...	...	...	...	...
Constitutional History of England since 1603.....	...	...	...	...	...	...	612	3	8	...	...	...
England in the Tudor Period.....	...	...	...	613	3	6	...	...	...	...	...	...
England in the Stuart Period.....	...	...	...	...	...	...	614	3	5	...	...	...
Nineteenth Century England (1815-1885).....	...	...	...	...	...	...	615	3	*	...	...	...
Modern Britain since 1885.....	...	...	...	...	...	...	...	...	...	616	3	*
The Absolute Monarchy (1650-1789).....	...	...	...	...	...	...	...	...	...	617	3	20
Medieval Civilization .....	...	...	...	619	3	20	...	...	...	...	...	...
Expansion of Europe to 1588.....	...	...	...	621	3	23	...	...	...	...	...	...
Expansion of Europe from 1588 to 1815.....	...	...	...	...	...	...	622	3	41	...	...	...
Expansion of Europe from 1815 to the Present.....	...	...	...	...	...	...	...	...	...	623	3	52
The French Revolution and Napoleon.....	...	...	...	...	...	...	624	3	17	...	...	...
Modern France since 1815.....	...	...	...	...	...	...	...	...	...	625	3	11
Contemporary Europe (1919-1936) .....	...	...	...	...	...	...	628	3	39	...	...	...
Modern Germany (1789-1918).....	...	...	...	...	...	...	...	...	...	629	3	33
The Diplomacy of Europe (1878-1919).....	...	...	...	630	3	18	...	...	...	...	...	...
Constitutional History of the U. S. to 1837.....	...	...	...	631	3	23	...	...	...	...	...	...
Constitutional History since 1837.....	...	...	...	...	...	...	...	...	...	632	3	18
The Slavery Controversy in the United States.....	633	3	66	633	3	16	...	...	...	...	...	...
Reconstruction and the New South (1863-1925)	634	3	58	...	...	...	634	3	17	...	...	...
American Diplomacy to the Close of Civil War.....	635	3	19	635	3	28	...	...	...	...	...	...
American Diplomacy since the Civil War.....	...	...	...	...	...	...	636	3	36	...	...	...
Recent History of the U. S. (1875-1936).....	637	3	77	637	3	70	...	...	...	...	...	...
Recent History of the U. S. (1875-1936).....	638	3	62	...	...	...	638	3	85	...	...	...
The Influence of Immigrant Groups upon United States History.....	...	...	...	...	...	...	...	...	...	639	5	31
The Frontier in the Making of America to 1840 .....	...	...	...	...	...	...	...	...	...	...	...	...
The Frontier in the Making of America since 1840 .....	...	...	...	640	3	13	...	...	...	...	...	...
Political Parties in the United States.....	...	...	...	...	...	...	...	...	...	641	3	10
The Colonization of North America.....	...	...	...	...	...	...	...	...	...	643	5	34
Latin America .....	...	...	...	...	...	...	644	3	10	...	...	...
Latin America .....	...	...	...	...	...	...	645	3	12	...	...	...
History of Canada.....	...	...	...	...	...	...	...	...	...	646	5	30
Greek Civilization	649	3	27	...	...	...	649	3	16	...	...	14
Roman Civilization	650	3	32	650	3	13	...	...	...	...	...	...
The Ancient History of the Near East.....	...	...	...	653	3	*	...	...	...	...	...	...
The Age of the Crusades.....	...	...	...	...	...	...	654	3	4	...	...	...
Greek History .....	...	...	...	655	5	12	...	...	...	...	...	...

THE WORK OF INSTRUCTORS—1937-1938 (Cont'd.)

216

ANNUAL REPORT

COURSE SUBJECT	SUMMER QUARTER			AUTUMN QUARTER			WINTER QUARTER			SPRING QUARTER		
	Course No.	Credit Hours	Total No. of Students in All Sections	Course No.	Credit Hours	Total No. of Students in All Sections	Course No.	Credit Hours	Total No. of Students in All Sections	Course No.	Credit Hours	Total No. of Students in All Sections
Roman History .....	...	...	...	...	...	...	656	5	21	...	...	...
Modern Japan	661	3	31	...	...	...	...	...	...	...	...	...
Modern China	663	3	22	...	...	...	...	...	...	...	...	...
The Far East	664	5	18	...	...	...	...	...	...	...	...	...
The Succession States	667	3	24	...	...	...	...	...	...	...	...	...
Honors Courses .....	...	...	...	705-	...	...	705-	...	...	...	...	...
Introduction to Historical Research	812	3	23	812	3-5	2	6-7	3-5	0	...	...	...
Great European Historians .....	...	...	...	...	...	...	813	3	*	...	...	...
Great American Historians .....	...	...	...	...	...	...	...	...	...	814	2	11
Seminary in European History	815	3	14	815	3	7	...	...	...	...	...	...
Seminary in European History .....	...	...	...	...	...	...	816	3	6	...	...	...
Seminary in European History .....	...	...	...	...	...	...	...	...	...	817	3	18
Seminary in American History	819	3	28	819	3	5	...	...	...	...	...	...
Seminary in American History .....	...	...	...	...	...	...	820	3	14	...	...	...
Seminary in American History .....	...	...	...	...	...	...	...	...	...	821	3	4
Research in History	950	...	36	950	...	5	950	...	11	950	...	12
HOME ECONOMICS												
An Introduction to Home Economics	400	2	0	400	2	188	...	...	...	...	...	...
Textiles	401	3	25	401	3	67	401	3	86	401	3	87
Clothing .....	...	...	...	402	5	16	402	5	33	402	5	48
Foods .....	...	...	...	411	5	47	411	5	16	411	5	70
Foods .....	...	...	...	412	5	59	412	5	53	412	5	18
Clothing .....	...	...	...	503	5	19	503	5	36	503	5	19
Household Equipment	506	5	21	506	5	57	506	5	50	506	5	54
Clothing	508	5	0	...	...	...	508	5	22	508	5	22
Elements of Nutrition	510	3-5	68	...	...	...	510	3-5	77	...	...	...
Home Hygiene	511	3	46	511	3	23	511	3	29	511	3	44
Home Furnishing	512	5	32	...	...	...	512	5	28	512	5	69
Elements of Homemaking .....	...	...	...	...	...	...	...	...	...	518	5	41
The Teaching of Home Economics	540	3	28	...	...	...	...	...	...	540	3	23
Principles and Methods of Teaching Applied to Home Economics .....	...	...	...	541	5	15	541	5	15	541	5	19
Supervised Home Economics Teaching .....	...	...	...	542	7	13	542	7	9	542	7	22
Teaching of Vocational Home Economics in the Secondary Schools	543	3	13	...	...	...	...	...	...	...	...	...
Clothing .....	...	...	...	601	3-5	6	601	3-5	6	601	3-5	25
Textiles	602	3-5	44	...	...	...	602	3-5	32	602	3-5	33

Clothing	604	3	42	...	...	...	...	...	...	...	...	...
Nutrition .....	...	...	...	611	5	32	611	5	38	611	5	38
Nutrition .....	...	...	...	...	...	...	...	...	...	612	5	19
Foods	614	3-5	28	614	3-5	28	614	3-5	29	...	...	...
Experimental Work in Food Preparation.....	...	...	...	...	...	...	615	5	*	...	...	...
Nutrition of Infants and Children.....	616	3	7	...	...	...	...	...	...	...	...	...
Household Equipment .....	...	...	...	...	...	...	619	3	11	...	...	...
Household Equipment .....	...	...	...	...	...	...	...	...	...	620	5	7
Child Development	621	5	35	621	5	31	621	5	38	621	5	42
Principles of Home Management.....	626	3	19	626	3	28	626	3	18	626	3	23
Laboratory in Home Management.....	627	4	24	627	4	12	627	4	19	627	4	24
Selection of Furnishings for the Home.....	628	3	15	...	...	...	...	...	...	628	3	0
The Purchase of Foods for Institutions.....	630	3	15	630	3	13	630	3	11	...	...	...
Institutional Cookery and Equipment.....	...	...	...	631	5	11	631	5	11	...	...	...
Institution Organization and Administration.....	...	...	...	632	5	11	632	5	11	...	...	...
School Lunchroom Management.....	622	3	27	...	...	...	...	...	...	633	3	7
Foods	635	3	32	...	...	...	...	...	...	...	...	...
The Teaching of Home Economics.....	644	3	24	...	...	...	...	...	...	...	...	...
Special Problems in Home Economics.....	701	3-15	70	701	3-15	11	701	3-15	11	701	3-15	24
Seminary in Home Economics Teaching.....	802	3-5	7	...	...	...	...	...	...	...	...	...
Seminary in Foods and Nutrition.....	...	...	...	803	3	0	...	...	...	...	...	...
Research in Home Economics.....	950	...	6	950	...	0	950	...	1	950	...	3

HORTICULTURE AND FORESTRY

Principles of Horticulture.....	...	...	...	401	5	42	...	...	...	...	...	...
General Horticulture .....	...	...	...	405	5	45	...	...	...	405	5	78
Elementary Plant Propagation.....	...	...	...	440	3	29	...	...	...	...	...	...
Principles and Practices of Pomology.....	...	...	...	503	5	14	...	...	...	...	...	...
Principles and Practices of Pomology.....	...	...	...	...	...	...	504	5	15	...	...	...
Potato Culture and Commercial Vegetable Gardening .....	...	...	...	...	...	...	522	5	17	...	...	...
Horticultural Products .....	...	...	...	523	3	16	...	...	...	...	...	...
Vegetable Forcing .....	...	...	...	...	...	...	...	...	...	526	3	16
Principles and Practices of Floriculture.....	...	...	...	542	5	14	...	...	...	...	...	...
Principles and Practices of Floriculture.....	...	...	...	...	...	...	543	5	14	...	...	...
Garden Management .....	...	...	...	...	...	...	...	...	...	544	5	12
Flower Store Management.....	...	...	...	...	...	...	...	...	...	546	3	16
Ornamental Plants .....	...	...	...	550	5	19	...	...	...	...	...	...
Ornamental Plants .....	...	...	...	...	...	...	...	...	...	551	5	19
Horticultural Plant Breeding.....	...	...	...	...	...	...	601	3	*	...	...	...
Experimental Horticulture .....	...	...	...	602	3	21	...	...	...	...	...	...
Experimental Horticulture .....	...	...	...	...	...	...	603	3	19	...	...	...
Systematic Pomology .....	...	...	...	604	3	*	...	...	...	...	...	...
The Literature of Horticulture.....	...	...	...	...	...	...	605	5	*	...	...	...
Systematic Study of Vegetables.....	...	...	...	621	3	6	...	...	...	...	...	...
Advanced Vegetable Gardening.....	...	...	...	...	...	...	...	...	...	622	5	9
The Marketing of Fruits and Vegetables.....	...	...	...	...	...	...	...	...	...	628	5	14
Advanced Plant Propagation.....	...	...	...	...	...	...	649	5	18	...	...	...
Structure of Vegetables & Ornamental Plants.....	...	...	...	652	3	11	...	...	...	...	...	...
Structure of Economic Fruits.....	...	...	...	...	...	...	653	3	12	...	...	...
Arboriculture .....	...	...	...	683	3	13	...	...	...	...	...	...
Minor Investigations .....	...	...	...	701	3-15	21	701	3-15	15	701	3-15	22

THE WORK OF INSTRUCTORS—1937-1938 (Cont'd.)

218

ANNUAL REPORT

COURSE SUBJECT	SUMMER QUARTER			AUTUMN QUARTER			WINTER QUARTER			SPRING QUARTER		
	Course No.	Credit Hours	Total No. of Students in All Sections	Course No.	Credit Hours	Total No. of Students in All Sections	Course No.	Credit Hours	Total No. of Students in All Sections	Course No.	Credit Hours	Total No. of Students in All Sections
Horticultural Seminary	704	1	20	704	1	12	704	1	0
Research in Horticulture and Forestry.....	950	...	7	950	...	2	950	...	6
FORESTRY												
Principles of Forestry.....	410	3	45	410	3	16	...	...	...
Farm Woodlot Management.....	502	1	1
Wood Technology	507	5	13	...	...	...
Dendrology	508	5	20	...	...	...	...	...	...
Artificial Forest Reproduction.....	509	5	4
Minor Investigations in Forestry.....	701	3-5	1	701	3-5	3	701	3-5	0
INDUSTRIAL ENGINEERING												
Survey of Industrial Engineering.....	401	1/2	53	402	1/2	35	403	1/2	0
Foundry Practice	405	3	104	405	3	75	405	3	51
Patternmaking	411	3	81	411	3	37	...	...	...	...	...	...
Forging and Heat Treating.....	415	3	29	415	3	31	...	...	...
Forging and Heat Treating.....	416	3	19	...	...	...	...	...	...
Forging, Shop Heat Treating and Welding...	418	3	170	418	3	61	418	3	64	...	...	...
Elementary Machine Work.....	419	3	105	419	3	70	419	3	63	419	3	80
Advanced Machine Work.....	421	3	21	421	3	39	421	3	47	421	3	38
Management of Men in Engineering Industries	601	4	47	601	4	22	601	4	22
The Laws of Engineering Management.....	602	3	13	602	3	43	...	...	...
Time and Motion Study.....	603	3	8	...	...	...	603	3	45
Foundry Research	605	3	3
Advanced Machine Work.....	623	3	15	623	3	44	...	...	...
Junior Inspection Trip	630	2	57
Time Study Laboratory.....	653	3	5	...	...	...	653	3	44
Production Control Charts.....	661	3	12	661	3	12	661	3	43
Selection of Manufacturing Equipment.....	701	3	42	...	...	...	...	...	...
Work Routing	702	4	42	...	...	...
Methods of Waste Elimination.....	706	4	50
Management of Men in Engineering Industry	712	3	20	712	3	31	712	3	20
Senior Inspection Trip	730	2	30
Tool Engineering	751	3	38	...	...	...	...	...	...
Work-Routing Laboratory	752	3	40	...	...	...
Thesis	754	3-12	1	754	3-12	3	754	3-12	1
Elementary Production Control.....	761	3	36	761	3	9	...	...	...
Advanced Production Control.....	762	3	32	762	3	11

Production Control Research.....	763	3	1	763	3	2
Research in Industrial Engineering.....	950	0	0	950	0	0
JOURNALISM						
The Modern Newspaper.....	401	5	35	401	5	23
Newspaper Reporting.....	402	5	15	402	5	42
Agricultural Journalism.....	407	3	67	407	3	48
Copyreading.....	501	3	23	501	3	25
Newspaper Ethics and Principles.....	513	3	30	513	3	34
Newspaper History & Comparative Journalism.....	517	5	45	517	5	45
Newspaper Organization.....	518	2	28	518	2	88
Newspaper Printing.....	519	3	32	519	3	35
The Weekly Newspaper.....	525	3	15	525	3	15
The Newspaper Library.....	527	2	12	527	2	12
Feature Writing.....	602	3	13	602	3	31
Writing for the Radio.....	607	1-3	24	607	1-3	34
Special Newspaper Problems.....	614	3	45	614	3	20
Newspaper Law.....	621	3	29	621	3	25
Editorial and Critical Writing.....	622	3	57	622	3	57
The Press and Contemporary Affairs.....	626	3	58	626	3	58
The Newspaper Business Office.....	628	3	56	628	3	56
Newspaper Circulation and Promotion.....	802	2	0	802	2	0
The Newspaper as a Force in Human Progress.....	803	2	0	803	2	0
LAW						
Administration of Debtors' Estates.....	3	26	3	3	26	3
Administrative Law.....	6	79	6	6	79	6
Agency.....	3	66	3	3	66	3
Conflict of Laws.....	21	65	21	21	65	21
Constitutional Law.....	4	70	4	4	70	4
Contracts.....	16	76	16	16	76	16
Criminal Law.....	5	73	5	5	73	5
Domestic Relations.....	3	11	3	3	11	3
Equity I.....	11	58	11	11	58	11
Equity II.....	3	49	3	3	49	3
Equity III.....	4	72	4	4	72	4
Evidence.....	11	28	11	11	28	11
Future Interests.....	4	31	4	4	31	4
Labor Law.....	1	20	1	1	20	1
Legal Aid Clinic.....	15	40	15	15	40	15
Legal Bibliography.....	2	10	2	2	10	2
Legal Ethics.....	3	11	3	3	11	3
Legal Method.....	3	11	3	3	11	3
Legislation.....	3	11	3	3	11	3
Mortgages.....	2	21	2	2	21	2
Municipal Corporations.....	2	21	2	2	21	2
Negotiable Instruments.....	4	79	4	4	79	4
Ohio Court Practice.....	2	51	2	2	51	2
Partnership.....	3	84	3	3	84	3
Personal Property.....	3	84	3	3	84	3

THE WORK OF INSTRUCTORS—1937-1938 (Cont'd.)

COURSE SUBJECT	SUMMER QUARTER			AUTUMN QUARTER			WINTER QUARTER			SPRING QUARTER		
	Course No.	Credit Hours	Total No. of Students in All Sections	Course No.	Credit Hours	Total No. of Students in All Sections	Course No.	Credit Hours	Total No. of Students in All Sections	Course No.	Credit Hours	Total No. of Students in All Sections
Private Corporations	3	78	...	4	79	...	...	...
Procedure I	3	15	...	3	78	...	3	71	...	...	...
Procedure II	3	62
Public Utilities	4	15
Quasi Contracts	3	33	...	...	...	...	...	...
Real Property I.....	3	82	...	3	77
Real Property II.....	...	4	12	...	...	...	...	4	12	...	...	...
Sales	4	32	...	...	...	...	...	...
Suretyship	3	18	...	...	...	...	3	70	...	...	...
Taxation	3	8
Torts	4	80	...	3	76	...	3	73
Trusts	3	73	...	3	73	...	...	...
Wills and Administration.....	4	67	...	...	...	...	...	...
Trade Regulations	3	17	...	...	...	...	...	...
Constitutional Law Seminar.....	10	...	...	10	...	...	10
MATHEMATICS												
Beginning Algebra	401-2	0	18	401-2	0	42	401-2	0	26
Advanced Algebra	403	0	129	...	...	...	...	...	...
Plane Geometry	404-5	0	99	404-5	0	66
Solid Geometry	406	0	142	406	0	58	...	...	...
Mathematics for Students of Agriculture.....	407	3	103	407	3	37
Mathematics for Students of Agriculture.....	408	3	74
College Algebra	421	5	40	421	5	325	421	5	268	421	5	269
Plane Trigonometry	422	5	63	422	5	137	422	5	152
Analytic Geometry	423	5	74
Mathematics of Finance.....	429	5	46	429	5	84	...	...	...
Plane Trigonometry	431	5	413	431	5	243
College Algebra	432	5	560	432	5	223	...	...	...
Analytic Geometry	433	5	57	433	5	196	...	...	...	433	5	387
Elementary Mathematical Statistics.....	435	5	16	...	...	...	...	...	...	435	5	11
Calculus for Architects.....	440	5	11	...	...	...	...	...	...
Calculus	441	5	423	441	5	173	...	...	...
Calculus	442	5	395	442	5	152
Calculus	443	5	27	443	5	71	...	...	...	443	5	303
Advanced Calculus	501	3	30	...	...	...	...	...	...
Differential Equations	502	3	23	...	...	...
Vector Analysis	503	3	22

Advanced Calculus	601	5	30	601	5	37	...	...	...	...	...	...
Introduction to the Theory of Functions of a Complex Variable .....	...	...	...	...	...	...	607	5	11	...	...	...
Differential Equations .....	...	...	...	...	...	...	611	5	43	...	...	...
Introduction to Modern Mathematics	617	5	33	...	...	...	...	...	...	...	...	...
Advanced Euclidean Geometry	621	5	30	...	...	...	621	5	29	...	...	...
Projective Geometry .....	...	...	...	...	...	...	...	...	...	623	5	15
Elementary Theory of Equations .....	...	...	...	641	5	26	...	...	...	...	...	...
Vector Analysis .....	...	...	...	...	...	...	...	...	...	661	5	25
Introduction to the Theory of Relativity .....	...	...	...	...	...	...	...	...	...	671	5	20
Probability .....	...	...	...	691	5	*	...	...	...	...	...	...
Finite Differences .....	...	...	...	...	...	...	692	5	*	...	...	...
Statistics .....	...	...	...	...	...	...	...	...	...	696	5	*
Minor Problems	700	3-5	9	700	3-5	4	700	3-5	12	700	3-5	6
Introduction to Analysis I .....	...	...	...	701	5	17	...	...	...	...	...	...
Introduction to Analysis II .....	...	...	...	...	...	...	702	5	14	...	...	...
Introduction to Analysis III .....	...	...	...	...	...	...	...	...	...	703	5	14
Introduction to Higher Geometry I .....	...	...	...	741	5	*	...	...	...	...	...	...
Introduction to Higher Geometry II .....	...	...	...	...	...	...	742	5	*	...	...	...
Introduction to Higher Geometry III .....	...	...	...	...	...	...	...	...	...	743	5	*
Introduction to Higher Algebra I .....	...	...	...	761	5	12	...	...	...	...	...	...
Introduction to Higher Algebra II .....	...	...	...	...	...	...	762	5	13	...	...	...
Introduction to Higher Algebra III .....	...	...	...	...	...	...	...	...	...	763	5	0
Theory of Functions of a Complex Variable .....	...	...	...	801	3	12	802	3	11	803	3	0
Point Sets and Real Functions .....	...	...	...	804	3	*	805	3	*	806	3	*
Ordinary and Partial Differential Equations .....	...	...	...	807	3	12	808	3	10	...	...	...
Calculus of Variations .....	...	...	...	810	3	5	811	3	4	812	3	0
Mathematical Methods in Theoretical Physics .....	...	...	...	813	3	*	814	3	*	...	...	...
Fourier's Series and Spherical Harmonics .....	...	...	...	818	3	*	...	...	...	816	3	*
Infinite Series and Products .....	...	...	...	...	...	...	...	...	...	...	...	...
Integral Equations	820	3	6	...	...	...	...	...	...	...	...	...
Partial Differential Equations	825	3	6	...	...	...	...	...	...	...	...	...
Differential Geometry .....	...	...	...	841	3	*	842	3	*	843	3	*
Theory of Fields .....	...	...	...	861	3	*	...	...	...	...	...	...
Theory of Matrices .....	...	...	...	...	...	...	862	3	*	...	...	...
Linear Algebras .....	...	...	...	...	...	...	867	3	*	...	...	...
Theory of Ideals .....	...	...	...	868	3	*	868	3	*	868	3	*
Finite Groups	871-2	3	6	...	...	...	...	...	...	...	...	...
Advanced Statistics .....	...	...	...	...	...	...	...	...	...	891	3	*
Research in Mathematics	950	...	2	950	...	16	950	...	12	950	...	4

MECHANICAL ENGINEERING

Heat-Power Engineering .....	...	...	...	...	...	...	...	...	...	409	3	84
Introduction to Mechanical Engineering .....	...	...	...	411	2	118	412	2	108	...	...	...
Materials of Engineering .....	...	...	...	...	...	...	...	...	...	427	3	51
Heat-Power Engineering .....	...	...	...	...	...	...	507	4	51	...	...	...
Heat-Power Engineering .....	...	...	...	509	3	54	...	...	...	...	...	...
Machine Design .....	...	...	...	513	5	41	...	...	...	...	...	...
Machine Design .....	...	...	...	...	...	...	514	4	43	...	...	...
Machine Design .....	...	...	...	...	...	...	...	...	...	515	5	86
Mechanical Engineering Laboratory .....	...	...	...	531	2	16	532	2	12	533	2	11
Heating and Ventilating .....	...	...	...	551	2	13	...	...	...	...	...	...

THE WORK OF INSTRUCTORS—1937-1938 (Cont'd.)

222

ANNUAL REPORT

COURSE SUBJECT	SUMMER QUARTER			AUTUMN QUARTER			WINTER QUARTER			SPRING QUARTER		
	Course No.	Credit Hours	Total No. of Students in All Sections	Course No.	Credit Hours	Total No. of Students in All Sections	Course No.	Credit Hours	Total No. of Students in All Sections	Course No.	Credit Hours	Total No. of Students in All Sections
Heating and Ventilating.....	572	4	0	...	...	...
Mechanical Engineering Laboratory.....	576	2	40	576	2	34
Heating and Ventilating.....	605	4	44
Heat-Power Engineering.....	607	5	72	608	5	52	609	5	45
Mechanism.....	615	5	23	615	5	38	...	...	...
Mechanical Engineering Laboratory.....	617	4	45	...	...	...	...	...	...
Internal Combustion Engines.....	625	3	54
Materials of Engineering.....	627	5	39	627	5	27	...	...	...
Junior Inspection Trip.....	630	...	42
Reading Course.....	634	...	0
A.S.M.E. Student-Branch Meetings.....	651	1	60	652	1	57	653	1	50
Mechanical Engineering Laboratory.....	664	3	48	665	3	44
Mechanical Engineering Laboratory.....	673	4	50	674	4	42	...	...	...
Aeronautical and Automotive Engines.....	703	3	14	...	...	...	...	...	...
Automotive Engineering.....	704	3	21	705	3	11
Diesel Engines.....	725	3	13
Machine Design.....	727	5	91	728	5	89	...	...	...
Senior Inspection Trip.....	730	...	41
Reading Course.....	734	...	0
Hydraulic Machinery.....	742	3	39	...	...	...	...	...	...
Machine Design.....	743	3	45
Machine Design.....	744	5	43
Thesis Work.....	748	3 or more	0	748	3 or more	6	748	3 or more	9
A.S.M.E. Student-Branch Meetings.....	751	1	47	752	1	42	753	1	40
Aeronautical Engineering.....	757	3	7	...	...	...
Mechanical Engineering Laboratory.....	779	3	45	780	3	38	781	3	37
Special Problems in Advanced Mechanical Engineering.....	799	2-10	4	799	2-10	17	799	2-10	13
Advanced Mechanical Engineering.....	804	2-8	0	804	2-8	0	804	2-8	0
Research in Mechanical Engineering.....	950	...	3	950	...	3	950	...	3
MECHANICS												
Statics.....	501	5	25
Statics.....	503	5	124
Statics.....	601	5	219	601	5	73	...	...	...
Strength of Materials.....	602	5	87	602	5	196	602	5	83
Strength of Materials.....	605	2	15	605	2	15	605	2	68
Dynamics.....	607	3	18	607	3	71	607	3	167

THE WORK OF INSTRUCTORS—1937-1938 (Cont'd.)

224

ANNUAL REPORT

COURSE SUBJECT	SUMMER QUARTER			AUTUMN QUARTER			WINTER QUARTER			SPRING QUARTER		
	Course No.	Credit Hours	Total No. of Students in All Sections	Course No.	Credit Hours	Total No. of Students in All Sections	Course No.	Credit Hours	Total No. of Students in All Sections	Course No.	Credit Hours	Total No. of Students in All Sections
Fire Assaying	410	3	10	410	3	18
Metallurgical Analysis	451	3	25	...	...	...	...	...	...
Ceramic Analysis	452	4	23	...	...	...
Ceramic Analysis	453	4	28
Iron and Steel Metallurgy	605	3	25	...	...	...
Principles of Metallography	606	3	25	...	...	...	606	3	52
Non-Ferrous Metallurgy	610	5	25
Principles of Ore Dressing	620	5	28	...	...	...	...	...	...
Inspection Trip	645	...	32
Pyrometry	650	2	21	650	2	30	...	...	...
Fuels	651	3	70	651	3	43	...	...	...
General Metallurgy	665	5	53
Advanced Metallography	701	4	19	...	...	...
Metallurgical Construction	705	4	17	...	...	...
Metallurgical Construction	706	4	17
Advanced Fuel Testing and Problems	709	4	25	...	...	...	...	...	...
Metallurgical Investigations	710	3 or 5	20	710	3 or 5	18	710	3 or 5	1
Metallurgical Investigations	711	3 or 5	12	710	...	...	711	3 or 5	12
Ore Dressing	720	3	14	...	...	...
Thesis	725	5 or 6	5	725	5 or 6	5	725	5 or 6	12
Research in Metallurgy	950	...	0	950	...	0	950	...	0
MINE ENGINEERING												
Mine Surveying	406	4	13
Mine Surveying	501	5	22	...	...	...	501	5	35
Prospecting and Preliminary Operations	601	5	11	...	...	...	...	...	...
Explosives and Rock Work	602	3	14	...	...	...
Inspection Trip	630	2	5
Development and Methods of Mining	701	3	9
Mine Operations	702	5	6	...	...	...	...	...	...
Mine Examinations and Reports	703	5	7	...	...	...
Petroleum Engineering	721	3	14	...	...	...	...	...	...
Petroleum Engineering	722	3	7	...	...	...
Thesis	741	5	2	741	5	1	741	5	3
Mine Investigations	750	3-10	3	750	3-10	11	750	3-10	9
Principles of Mining	760	3	0
Research in Mine Engineering	950	...	0	950	...	0	950	...	0

MINERALOGY

Crystallography and Descriptive Mineralogy...	...	...	...	401	3	167	401	3	22	401	3	28
Descriptive Mineralogy .....	...	...	...	402	3	4	402	3	127	402	3	12
Determinative Mineralogy .....	...	...	...	...	...	...	...	...	...	404	3	11
Advanced Crystallography .....	...	...	...	...	...	...	...	...	...	601	5	1
Thermochemical Mineralogy .....	...	...	...	605	3	26	...	...	...	605	3	30
Advanced Thermochemical Mineralogy .....	...	...	...	...	...	...	606	3	25	...	...	...
Elementary Microscopic Petrography .....	...	...	...	...	...	...	611	4	13	...	...	...
Microscopic Mineralogy .....	...	...	...	621	5	29	...	...	...	...	...	...
Mineralogical Investigations .....	...	...	...	631	3-5	2	631	3-5	14	631	3-5	25
X-rays and Crystal Structure .....	...	...	...	...	...	...	654	4	6	...	...	...
Thesis .....	...	...	...	741	5 or 6	0	741	5 or 6	1	741	5 or 6	7
Research in Mineralogy and Petrography .....	...	...	...	950	...	2	950	...	2	950	...	2

MUSIC

Methods of Class Instruction in Piano	314	3	7	...	...	...	...	...	...	...	...	...
Elementary Music I .....	...	...	...	423	5	71	423	5	19	...	...	...
Elementary Music II .....	...	...	...	...	...	...	424	5	42	424	5	10
Elementary Music III .....	...	...	...	...	...	...	...	...	...	425	5	41
Elementary Music IV .....	...	...	...	426	5	11	...	...	...	...	...	...
The Appreciation of Music .....	...	...	...	429	3	14	429	3	21	429	3	28
History and Appreciation I	430	4	18	...	...	...	430	4	75	...	...	...
History and Appreciation II .....	...	...	...	...	...	...	...	...	...	431	4	67
Music Education	442	4	9	442	4	21	442	4	17	...	...	...
Music Education II .....	...	...	...	...	...	...	443	4	18	443	4	24
The Teaching of Elementary School Music	447	2	37	447	2	61	...	...	...	...	...	...
The Teaching of Elementary School Music	448	3	10	...	...	...	...	...	...	448	3	61
Conducting I	459	1	9	...	...	...	459	1	0	459	1	44
Harmony .....	...	...	...	460	3	63	460	3	9	...	...	...
Harmony .....	...	...	...	...	...	...	461	3	57	461	3	10
Advanced Harmony .....	...	...	...	463	3	43	...	...	...	463	3	55
Advanced Harmony .....	...	...	...	...	...	...	465	3	39	...	...	...
Advanced Harmony .....	...	...	...	...	...	...	...	...	...	468	3	37
Harmony	469	3-6	17	...	...	...	...	...	...	...	...	...
Counterpoint .....	...	...	...	...	...	...	472	3	...	...	...	...
Counterpoint .....	...	...	...	...	...	...	...	...	...	474	3	...
Intermediate Sight Singing & Ear Training .....	...	...	...	482	3	59	482	3	9	...	...	...
Advanced Sight Singing and Ear Training .....	...	...	...	...	...	...	483	3	56	483	3	11
Advanced Sight Singing and Ear Training .....	...	...	...	...	...	...	...	...	...	487	2	53
Sight Singing and Ear Training	488	2-6	37	...	...	...	...	...	...	...	...	...
Applied Music (Piano)	560	1	37	560	1	101	560	1	106	560	1	111
Applied Music (Voice)	561	1	50	561	1	119	561	1	123	561	1	124
Applied Music (Violin)	562	1	20	562	2	36	562	1	30	562	1	27
Applied Music (Woodwind)	563	1	22	563	1	23	563	1	11	563	1	9
Applied Music (Brass)	564	1	13	564	1	8	564	1	27	564	1	6
Applied Music (Percussion) .....	...	...	...	565	1	17	565	1	0	565	1	27
Applied Music (Miscellaneous Band and Orchestra Instruments: Small Ensemble) .....	...	...	...	566	1	18	566	1	22	566	2	32
Ensemble Materials (Strings) .....	...	...	...	567	1	10	...	...	...	...	...	...
Ensemble Materials (Woodwind) .....	...	...	...	...	...	...	...	...	...	568	1	10
Ensemble Materials (Brass) .....	...	...	...	...	...	...	569	1	10	...	...	...

THE WORK OF INSTRUCTORS—1937-1938 (Cont'd.)

226

ANNUAL REPORT

COURSE SUBJECT	SUMMER QUARTER			AUTUMN QUARTER			WINTER QUARTER			SPRING QUARTER		
	Course No.	Credit Hours	Total No. of Students in All Sections	Course No.	Credit Hours	Total No. of Students in All Sections	Course No.	Credit Hours	Total No. of Students in All Sections	Course No.	Credit Hours	Total No. of Students in All Sections
Applied Music (Major Instruments in Instrumental Music) .....	...	...	...	570	1	51	570	1	54	570	1	48
Applied Music (First Minor in Instrumental Music) .....	...	...	...	571	1	37	571	1	41	571	1	41
Applied Music (Second Minor in Instrumental Music) .....	...	...	...	572	1	6	572	1	10	572	1	9
The Romanticiests .....	...	...	...	601	4	42	...	...	...	...	...	...
Wagner and the Music Drama	602	3	28	602	3	8	...	...	...	603	3	41
Modern Music .....	...	...	...	...	...	...	605	3	14	...	...	...
History of Choral Music	605	3	22	...	...	...	605	3	...	...	...	...
Chamber Music—Haydn to Brahms .....	...	...	...	606	3	*	...	...	...	...	...	...
Instrumental Music Before Bach .....	...	...	...	...	...	...	607	3	...	...	...	...
Music Literature for the Elem. School	609	4	17	...	...	...	609	4	34	...	...	...
Music in the Junior High School	610	4	25	...	...	...	...	...	...	610	4	29
High School Music	611	4	25	611	4	18	...	...	...	...	...	...
Supervision of Music in Elementary Schools	612	3	20	...	...	...	...	...	...	...	...	...
Supervision of Music in Secondary Schools	613	3	13	...	...	...	...	...	...	...	...	...
Instrumentation	632	3	16	632	3	31	632	3	36	...	...	...
Instrumentation	632	3	11	...	...	...	...	...	...	...	...	...
The School Band and Orchestra .....	...	...	...	641	4	16	...	...	...	...	...	...
Conducting II (Band and Orchestra)	642	3	26	...	...	...	642	3	27	...	...	...
Advanced Conducting .....	...	...	...	...	...	...	...	...	...	643	3	20
Instrumental Problems	644	3	22	...	...	...	...	...	...	...	...	...
Choral Problems	648-9	3	34	...	...	...	...	...	...	...	...	...
Minor Problems	650	1-5	53	650	1-5	18	650	1-5	31	650	1-5	47
Music in Radio Broadcasting .....	...	...	...	...	...	...	...	...	...	655	3	6
Major Problems in Music Education	660	1-3	15	...	...	...	...	...	...	...	...	...
Research in Music	950	...	19	950	...	9	950	...	11	950	...	14
University Chorus	A	1	112	A	1	221	A	1	202	A	1	145
University Orchestra	B	1	23	B	1	91	B	1	95	B	1	92
The University Marching Bands .....	...	...	...	C	1	158	C	1	255	...	...	...
The University Band .....	...	...	...	D	1	94	D	1	99	D	1	90
Women's Glee Club .....	...	...	...	E	0	78	E	0	70	E	0	70
Beginning Orchestra .....	...	...	...	F	1	34	F	1	49	...	...	...
Men's Glee Club .....	...	...	...	G	0	110	G	0	65	G	0	60
NURSING												
History of Nursing .....	...	...	...	450	2	36	...	...	...	...	...	...
Elementary Nursing .....	...	...	...	520	4	9	...	...	...	520	4	12

Supervised Practice in Elementary Nursing...	...	...	...	521	4	9	...	...	...	521	4	12
Elementary Nursing	522	4	8	...	...	...	522	4	9	...	...	...
Supervised Practice in Elementary Nursing...	523	4	8	...	...	...	523	4	9	...	...	...
Massage and Therapeutic Nursing.....	...	...	...	523	4	0	...	...	...	...	...	...
Diet in Disease.....	...	...	...	...	...	...	...	...	...	526	1	18
Principles of Nursing in Medical Diseases....	...	...	...	...	...	...	530	3	16	...	...	...
Supervised Practice in Medical Nursing.....	531	7	6	531	7	3	531	7	4	531	7	0
Supervised Practice in Medical Nursing.....	532	7	1	532	7	2	532	7	5	532	7	0
Principles of Pediatric Nursing.....	...	...	...	...	...	...	...	...	...	533	3	22
Supervised Practice in Pediatric Nursing.....	534	7	1	534	7	3	534	7	4	534	7	3
Principles of Nursing in Communicable Dis- eases .....	...	...	...	...	...	...	535	3	10	...	...	...
Principles of Nursing in Dermatology.....	...	...	...	536	1	13	...	...	...	...	...	...
Psychiatric Nursing .....	...	...	...	537	3	20	...	...	...	...	...	...
Principles of Nursing in Surgical Conditions.	...	...	...	...	...	...	540	3	16	...	...	...
Supervised Practice in Surgical Nursing.....	541	7	0	541	7	4	541	7	3	541	7	0
Principles of Nursing in Diseases of the Eye.	...	...	...	...	...	...	542	1	16	...	...	...
Principles of Nursing in Diseases of the Ear, Nose and Throat.....	...	...	...	...	...	...	...	...	...	543	1	28
Principles of Nursing in Surgical Specialties	...	...	...	544	6	*	...	...	...	...	...	...
Supervised Practice in Surgical Nursing.....	545	7	4	545	7	3	545	7	0	545	7	5
Principles of Nursing in Obstetrics.....	...	...	...	...	...	...	...	...	...	550	3	17
Supervised Practice in Obstetrical Nursing...	551	7	3	551	7	3	551	7	3	551	7	4
The Place of Nursing in the Social Order....	...	...	...	...	...	...	...	...	...	560	3	15
Supervised Practice in Advanced Nursing Procedures	561	7	5	561	7	3	561	7	1	561	7	0
Nursing: Minor Problems.....	...	...	...	600	1-4	2	600	1-4	2	600	1-4	5
Principles of Public Health Nursing.....	...	...	...	...	...	...	602	5	27	...	...	...
Supervised Practice in Public Health Nursing	603	7	0	603	7	8	603	7	6	603	7	6
Organization and Administration of Public Health Nursing .....	...	...	...	...	...	...	...	...	...	604	5	52
Social Case Work Problems.....	...	...	...	605	3	20	...	...	...	...	...	...
Social Case Work Problems (Field).....	606	3	2	606	3	1	606	3	6	606	3	9
Advanced Medical Nursing .....	...	...	...	630	3	10	631	3	10	632	3	10
Supervised Practice in Medical Nursing.....	633- 4-5	3	8	633- 4-5	3	15	633- 4-5	3	10	633- 4-5	3	11
Advanced Surgical Nursing.....	...	...	...	640	3	15	641	3	7	642	3	0
Supervised Practice in Surgical Nursing.....	643- 4-5	3	11	643- 4-5	3	19	643- 4-5	3	10	643- 4-5	3	0
Advanced Obstetrical Nursing.....	...	...	...	650	3	11	651	3	16	652	3	0
Supervised Practice in Obstetrical Nursing...	653- 4-5	3	11	653- 4-5	3	14	653- 4-5	3	12	653- 4-5	3	13
Administration in Schools of Nursing.....	...	...	...	...	...	...	660	3	7	405	3	...
*Advanced Pediatric Nursing.....	...	...	...	670	3	8	671	3	7	672	3	7
Supervised Practice in Pediatric Nursing....	673- 4-5	3	8	673- 4-5	3	9	673- 4-5	3	9	673- 4-5	3	12
*Supervised Teaching in Nursing.....	...	...	...	661	7	0	661	7	1	661	7	0
OBSTETRICS												
Obstetrics, Normal .....	...	...	...	700	3	83	...	...	...	...	...	...
Obstetrics, Abnormal .....	...	...	...	...	...	...	702	3	83	...	...	...
Obstetrics, Pathological .....	...	...	...	...	...	...	...	...	...	703	3	83

THE WORK OF INSTRUCTORS—1937-1938 (Cont'd.)

228

ANNUAL REPORT

COURSE SUBJECT	SUMMER QUARTER			AUTUMN QUARTER			WINTER QUARTER			SPRING QUARTER		
	Course No.	Credit Hours	Total No. of Students in All Sections	Course No.	Credit Hours	Total No. of Students in All Sections	Course No.	Credit Hours	Total No. of Students in All Sections	Course No.	Credit Hours	Total No. of Students in All Sections
Clinical Obstetrics	725	4	91	725	4	91	725	4	91	725	4	91
Advanced Obstetrics	750	5-15	0	750	5-15	0	750	5-15	0	750	5-15	0
OPHTHALMOLOGY												
Ophthalmology	700	3	81	...	...	...	...	...	...
Pathology of the Eye	750	2	8
OTO-LARYNGOLOGY												
Oto-Laryngology	700	3	80	...	...	...
PATHOLOGY												
Elementary Pathology	401	2	9	...	...	...	...	...	...
Clinical Pathology	603	3	76	...	...	...
Clinical Pathology	604	3	74
Advanced Pathology	616	3	4	617	3	2	618	3	0
Special Pathology	625	3	74	...	...	...
Special Pathology	626	3	72
General Pathology	651	3	81	...	...	...
Clinical Pathology	653	3	0	654	3	0
General Pathology	660	1	0
General Pathology	661	3	80	...	...	...	...	...	...
Special Pathology	662	3	2	663	3	0
Pathology-Autopsy Technique	700	1	24	700	1	22	700	1	27
Surgical Pathology	725	2	29	...	...	...	...	...	...
Medical Pathology	726	2	30	...	...	...
Special Surgical Pathology	727	1	29
Special Surgical Pathology	750	3	7	...	...	...	...	...	...
Neuropathology	753	1	19	...	...	...
Pathology of the Endocrine System	754	1	9	...	...	...
Pathology of the Diseases of the Skin and Infectious Exanthemas	755	1	0
Biopsy Diagnosis	756	1	7
Medical Photography	757	1	5
Research in Pathology	950	...	3	950	...	2	950	...	2
PHARMACY												
Pharmacy Survey	400	1	69	...	...	...	...	...	...
Pharmacy	401	5	79	...	...	...	...	...	...
Pharmacy	402	5	77	402	5	9

Pharmacy .....	...	...	...	...	...	...	...	...	403	5	65
Pharmacy .....	...	...	404	3	92	...	...	...	...	...	...
Pharmacy .....	...	...	...	...	...	405	3	89	...	...	...
Pharmacognosy: Commercial .....	...	...	422	5	18	...	...	...	422	5	30
Pharmaceutical Arithmetic .....	...	...	425	2	66	425	2	10	...	...	...
Pharmaceutical Arithmetic .....	...	...	...	...	...	426	2	59	426	2	10
Pharmacy: Applied .....	...	...	427	3	8	...	...	...	427	3	36
Current Pharmaceutical and Technical Literature .....	...	...	428	3	16	...	...	...	428	3	32
Pharmacy Laws and Regulations .....	...	...	433	3	17	...	...	...	...	...	...
Drug Store Management .....	...	...	...	...	...	434	3	23	...	...	...
Pharmacy .....	...	...	...	...	...	...	...	...	501	5	87
Prescriptions and Incompatibilities .....	...	...	506	3	53	...	...	...	...	...	...
New and Non-Official Products .....	...	...	...	...	...	507	3	45	...	...	...
U.S.P. and N.F. Organic Preparations .....	...	...	...	...	...	...	...	...	508	3	43
Materia Medica .....	...	...	607	4	38	608	4	41	609	4	40
Pharmaceutical Analysis .....	...	...	610	5	39	611	5	37	612	5	39
Pharmacognosy: Microscopical .....	...	...	616	3	39	617	3	39	618	3	38
Toxicology .....	...	...	...	...	...	...	...	...	619	5	39
Cosmetics and Toilet Preparations .....	...	...	...	...	...	...	...	...	620	3	10
Thesis .....	...	...	632	1	38	633	2	37	...	...	...
Minor Problems .....	...	...	700	2-5	...	...	...	...	...	...	...

PHILOSOPHY

Types of Philosophy	400	3	31	...	...	...	...	...	...	...	...
Introduction to Philosophy .....	...	...	...	401	5	30	401	5	24	401	5
Introduction to Reflective Thinking .....	...	...	...	402	5	62	402	5	25	402	5
Elementary Ethics .....	...	...	...	405	5	28	405	5	49	405	5
Esthetics	515	5	19	...	...	...	515	5	37	...	...
Ancient Philosophy .....	...	...	...	601	5	26	...	...	...	...	...
Modern Philosophy to Kant	602	5	8	...	...	...	602	5	21	...	...
Philosophy Since 1800 .....	...	...	...	...	...	...	...	...	...	603	5
American Philosophy .....	...	...	...	606	3	*	...	...	...	...	...
Philosophy and Poetry .....	...	...	...	...	...	...	608	3	*	...	...
Medieval Philosophy .....	...	...	...	...	...	...	609	3	*	...	...
Origin and Development of Religious Ideas .....	...	...	...	611	5	20	...	...	...	...	...
Representative Greek Philosophers .....	...	...	...	...	...	...	623	5	*	...	...
Representative Modern Philosophers .....	...	...	...	...	...	...	625	5	*	...	...
The Platonic Tradition in European Thought	628	5	10	...	...	...	...	...	...	...	...
Formal Logic .....	...	...	...	...	...	...	...	...	...	649	5
Philosophy of Science .....	...	...	...	652	5	*	...	...	...	653	5
Philosophy of Religion .....	...	...	...	...	...	...	...	...	...	...	10
Principles of Social Ethics .....	...	...	...	...	...	...	656	3	5	...	...
Minor Problems	660	2-10	9	660	2-10	3	660	2-10	3	660	2-10
Metaphysics of Knowledge and Nature .....	...	...	...	661	3	0	661	3	8	...	...
Metaphysics of Personality and Values .....	...	...	...	...	...	...	...	...	...	662	3
Philosophy of History .....	...	...	...	665	3	*	...	...	...	...	...
Seminary in Systematic Philosophy .....	...	...	...	801-2-3	3	3	801-2-3	3	3	801-2-3	3
Research in Philosophy	950	...	1	950	...	1	950	...	3	950	...

THE WORK OF INSTRUCTORS—1937-1938 (Cont'd.)

COURSE SUBJECT	SUMMER QUARTER			AUTUMN QUARTER			WINTER QUARTER			SPRING QUARTER		
	Course No.	Credit Hours	Total No. of Students in All Sections	Course No.	Credit Hours	Total No. of Students in All Sections	Course No.	Credit Hours	Total No. of Students in All Sections	Course No.	Credit Hours	Total No. of Students in All Sections
PHOTOGRAPHY												
Photography .....	...	...	...	611	3	34	...	...	...	611	3	71
Motion Picture Philosophy .....	...	...	...	615	2	11	...	...	...	...	...	...
Scientific Photography .....	...	...	...	...	...	...	725	3	9	...	...	...
Advanced Photography .....	...	...	...	...	...	...	750	3	15	...	...	...
PHYSICAL EDUCATION												
Hygiene .....	...	...	...	400	1	1143	400	1	1219	400	1	817
Physical Education .....	...	...	...	401	1	2273	402	1	2049	403	1	1634
Hygiene .....	...	...	...	410	3	19	...	...	...	410	3	71
Physical Education Activities .....	...	...	...	411	1	84	412	1	67	413	1	80
Physical Education Activities .....	...	...	...	414	0	60	415	0	62	416	0	54
Physical Education .....	...	...	...	421	1	905	422	1	804	423	1	769
Physical Education .....	...	...	...	425	1	830	426	1	731	427	1	683
The Administration of Interschool Athletics ..	...	...	...	...	...	...	...	...	...	440	2	33
Theory of Physical Education .....	...	...	...	...	...	...	...	...	...	443	2	30
Theory of Physical Education	446	3	11	...	...	...	446	3	33	...	...	...
Theory of Physical Education .....	...	...	...	...	...	...	...	...	...	447	2	20
Theory of Physical Education	449	2	26	449	2	36	...	...	...	...	...	...
Theory and Practice of Physical Education for High Schools	452	3	9	...	...	...	...	...	...	...	...	...
Folk Dancing	460	2	28	...	...	...	...	...	...	...	...	...
Dancing for Boys	467	2	7	...	...	...	...	...	...	...	...	...
Tumbling, Stunts and Self-testing Activities ..	468	2	15	...	...	...	...	...	...	...	...	...
Group Games for Boys	469	2	11	...	...	...	...	...	...	...	...	...
Team Sports I	470	2	13	...	...	...	...	...	...	...	...	...
Team Sports II	471	2	11	...	...	...	...	...	...	...	...	...
Individual Sports	474	2	14	...	...	...	...	...	...	...	...	...
Creative Physical Education for Elementary Teachers	476	3	64	...	...	...	...	...	...	476	3	71
The Teaching of Golf	477	1	13	...	...	...	...	...	...	...	...	...
Play and Playground	482	2	14	...	...	...	...	...	...	...	...	...
Physical Examinations and Therapeutic Gymnastics .....	...	...	...	...	...	...	...	...	...	493	5	38
Beginning Swimming	495	1	73	...	...	...	...	...	...	...	...	...
Intermediate Swimming	496	1	62	...	...	...	...	...	...	...	...	...
Advanced Swimming	497	1	6	...	...	...	...	...	...	...	...	...
The Teaching of Swimming	498	1	16	...	...	...	...	...	...	...	...	...
Tennis	514	1	60	...	...	...	...	...	...	...	...	...

Theory and Practice of Physical Education...	...	...	...	541	3	37	542	3	23	543	3	26
Theory and Practice of Physical Education...	...	...	...	545	3	19	...	...	...	...	...	...
Theory and Practice of Physical Education...	...	...	...	...	...	...	...	...	...	549	3	25
Theory and Practice of Physical Education...	...	...	...	550	3	17	...	...	...	...	...	...
Theory and Practice of Physical Education...	...	...	...	551	2	1	...	...	...	551	2	0
Principles of Football Coaching & Management	601	3	34	...	...	...	...	...	...	...	...	...
Problems in Intramural Sports.....	615	2	41	...	...	...	...	...	...	615	2	27
Principles of Physical Education..	621	5	39	...	...	...	621	5	51	...	...	...
Tests & Measurements in Physical Education	625	3	37	...	...	...	625	3	15	...	...	...
Individual Physical Education.....	630	3	21	630	3	8	...	...	...	...	...	...
Dance Composition .....	...	...	...	...	...	...	631	3-5	9	...	...	...
Rhythmic Analysis .....	...	...	...	...	...	...	...	...	...	632	3	6
Problems in Sports for Girls and Women.....	635	3	12	635	3	8	...	...	...	...	...	...
Personal Health Problems.....	641	3	23	...	...	...	...	...	...	641	3	43
Principles of Health Education.....	643	3	64	643	3	83	...	...	...	...	...	...
The Teaching of Health in Secondary Schools	644	3	43	...	...	...	644	3	68	...	...	...
Professional Preparation of Teachers in Physical and Health Education.....	646	3	0	...	...	...	...	...	...	...	...	...
The Teaching of Physical Education.....	647	3	23	...	...	...	647	3	32	...	...	...
The Teaching of Physical Education.....	...	...	...	...	...	...	...	...	...	648	3	*
Camping: Its Organization & Administration	649	3	0	...	...	...	...	...	...	649	3	48
Minor Problems in Physical Education.....	651	1-4	24	651	1-4	12	651	1-4	16	651	1-4	15
Survey and Clinical Practice in the Care of the Physically Handicapped.....	...	...	...	...	...	...	652	3	3	...	...	...
Organization & Administration of Phys. Educ.	682	5	27	...	...	...	682	5	46	...	...	...
Prevention and Care of Injuries.....	...	...	...	685	3	16	...	...	...	...	...	...
Kinesiology .....	...	...	...	691	3	49	...	...	...	...	...	...
The School Health Service.....	...	...	...	...	...	...	...	...	...	692	3	47
Seminary in Health Education.....	801-2-3	2	13	801-2-3	2	14	801-2-3	2	14	801-2-3	2	19
Physical Education in Schools and Colleges...	805	3	15	805	3	7	...	...	...	...	...	...
Scientific Studies in Physical Education...	810	3	17	810	3	5	...	...	...	...	...	...
Problems in Interscholastic and Intercollegiate Athletics	816	3	29	...	...	...	...	...	...	816	3	6
Problems in Health Education.....	...	...	...	...	...	...	...	...	...	820	3	6
Supervision of Physical and Health Education	...	...	...	826	4	6	...	...	...	...	...	...
Research in Physical and Health Education..	950	...	46	950	...	5	950	...	7	950	...	12
PHYSICS AND ASTRONOMY												
General Physics: Mechanics, Wave Motion and Sound	411	5	31	411	5	344	411	5	93	...	...	...
General Physics: Light, Heat, Spectroscopy..	412	5	23	...	...	...	412	5	304	...	...	...
General Physics: Magnetism, Electricity and Electronics .....	...	...	...	...	...	...	...	...	...	413	5	254
General Physics for Engineers: Mechanics...	431	5	6	431	5	360	431	5	164	...	...	...
General Physics for Engineers: Heat, Sound, and Light	432	5	13	...	...	...	432	5	358	432	5	113
General Physics for Engineers: Electricity and Magnetism .....	...	...	...	433	5	50	...	...	...	433	5	288
Electricity and Magnetism.....	...	...	...	435	3	93	...	...	...	...	...	...
Electricity and Magnetism.....	...	...	...	...	...	...	436	5	77	...	...	...
Electricity Measurements and Photometry....	...	...	...	...	...	...	...	...	...	437	5	72

Mathematical Physics	860	3	0	860	3	9	...	...	...	...	...	...
Mathematical Physics .....	...	...	...	...	...	...	861	...	7	...	...	...
Research in Physics	950	...	24	950	...	22	950	...	3	25	950	27
ASTRONOMY												
Nature of the Physical Universe .....	...	...	...	431	5	62	...	...	...	...	...	...
Nature of the Physical Universe .....	...	...	...	...	...	...	432	5	52	...	...	...
Nature of the Physical Universe .....	...	...	...	...	...	...	...	...	...	433	5	18
Descriptive Astronomy .....	...	...	...	500	5	9	...	...	...	500	5	28
Physical and Practical Astronomy .....	...	...	...	...	...	...	501	5	9	...	...	...
Stellar Astronomy .....	...	...	...	...	...	...	...	...	...	502	5	4
Introduction to Celestial Mechanics .....	...	...	...	...	...	...	605	4	1	...	...	...
Orbits .....	...	...	...	...	...	...	...	...	...	606	4	0
Minor Problems in Astronomy .....	...	...	...	611	3-9	0	611	3-9	0	611	3-9	0
Research in Astronomy and Astrophysics at the Perkins Observatory .....	...	...	...	...	...	...	950	...	0	950	...	0
APPLIED OPTICS												
Vision Optics .....	...	...	...	511	4	32	512	4	31	513	4	31
Theory and Methods of Optometry .....	...	...	...	521	5	32	522	5	32	523	5	23
Mechanical Optics .....	...	...	...	531	2	32	532	2	30	533	2	31
Clinical Practice of Optometry .....	...	...	...	541	5	32	542	5	31	543	5	31
PHYSIOLOGICAL CHEMISTRY												
Materia Medica .....	...	...	...	...	...	...	405	4	26	...	...	...
Physiological Chemistry .....	...	...	...	601	5	73	602	5	68	...	...	...
Physiological Chemistry Laboratory .....	...	...	...	609	2	73	610	2	67	...	...	...
Physiological Chemistry .....	...	...	...	611	5	45	...	...	...	...	...	...
Physiological Chemistry .....	...	...	...	...	...	...	612	5	31	...	...	...
Quantitative Methods of Blood Analysis .....	...	...	...	...	...	...	...	...	...	613	3	16
Biochemical Methods of Analysis .....	...	...	...	614	5	19	...	...	...	...	...	...
Toxicology and Legal Medicine .....	...	...	...	618	2-4	12	...	...	...	...	...	...
Minor Problems in Physiological Chemistry .....	...	...	...	619	2-15	3	619	2-15	9	619	2-15	4
Physiological Chemistry .....	...	...	...	...	...	...	...	...	...	632	5	52
Physiological Chemistry .....	...	...	...	633	2	40	...	...	...	...	...	...
Materia Medica .....	...	...	...	670	3	78	...	...	...	...	...	...
Pharmacology .....	...	...	...	...	...	...	...	...	...	671	4	72
Methods of Biologic Drug Assay .....	...	...	...	...	...	...	675	2	17	...	...	...
Minor Problems in Materia Medica and Phar- macology .....	...	...	...	676	2-15	0	676	2-15	2	676	2-15	0
Therapeutics .....	...	...	...	...	...	...	700	2	79	...	...	...
Seminary in Physiological Chemistry .....	...	...	...	...	...	...	...	...	...	813	2	6
Biochemical Biography .....	...	...	...	...	...	...	...	...	...	815	1	8
Advanced Physiological Chemistry .....	...	...	...	821	3	0	822	3	0	...	...	...
Advanced Physiological Chemistry Laboratory .....	...	...	...	825	3	0	826	3	0	...	...	...
Chemistry of Medicinal Substances .....	...	...	...	...	...	...	830	3	6	...	...	...
Experimental Pharmacodynamics .....	...	...	...	850	5	0	...	...	...	...	...	...
Research in Physiological Chemistry and Phar- macology .....	...	...	...	950	...	3	950	...	4	950	...	8
PHYSIOLOGY												
Elementary Physiology	403	5	49	403	5	226	403	5	68	403	5	42

THE WORK OF INSTRUCTORS—1937-1938 (Cont'd.)

COURSE SUBJECT	SUMMER QUARTER			AUTUMN QUARTER			WINTER QUARTER			SPRING QUARTER		
	Course No.	Credit Hours	Total No. of Students in All Sections	Course No.	Credit Hours	Total No. of Students in All Sections	Course No.	Credit Hours	Total No. of Students in All Sections	Course No.	Credit Hours	Total No. of Students in All Sections
Elementary Physiology	404	5	63	404	5	25	404	5	202	404	5	47
Physiology of the Endocrine System	420	3	19	...	...	...
Physiology of Reproduction	510	...	...	506	...	...
Physiology	602	5	56	511	5	55
Advanced Physiology	601	5	7	...	605	7	4	603	5	3
Advanced Physiology	604	7	41	...	605	7	44	...	...	...
Physiology of Metabolism	618	3 or 5	0	...	...	...
Advanced Mammalian Physiology	625	5	0	...	...	...
Comparative Physiology	626	5	15	...	627	5	6	627	5	7
Advanced Physiology of the Endocrine System	630	5	7
Applied Physiology	635	5	72	...	636	5	72	...	...	...
Physiology	640	5	45	...	...	...	...	...	...	...
Minor Problems	700	3-15	0	...	700	3-15	1	700	3-15	2
Seminary in Physiology	815	2	7	...	816	2	5	817	2	4
Research in Physiology	950	...	3	950	...	7	950	...	6	950	...	5
POLITICAL SCIENCE												
American National Government	401	5	23	401	5	313	401	5	198	401	5	321
Government and Politics of Foreign Countries	402	5	38	402	5	81	402	5	129	402	5	119
American State Government	403	5	39	...	403	5	66	403	5	99
Principles of Public Administration I	605	5	46	...	...	...	...	...	...	...
Principles of Public Administration II	606	5	47	...	...	...
Municipal Government	607	5	20	607	5	56
Problems of County and Rural Government	610	3	*
Introduction to Jurisprudence	611	5	0	...	...	...	...	...	...	...
International Law	612	3	18	...	...	...	612	3	26	...	...	...
Contemporary International Politics	613	5	41	...	...	...	...	...	...	...
Administration of Justice	615	3	36
American Constitutional Law	616	3	36	...	...	...
Administrative Law	617	3	25
Ancient and Medieval Political Thought	621	3	11	...	...	...	...	...	...	...
Modern Political Thought	622	3	26	...	...	...
Contemporary Political Thought	623	3	0	...	...	...	...	...	...	623	3	40
Dictatorship and Absolutism	626	3	23	...	...	...	...	...	...	...
Methods of Governmental Research	631	3	19
Legislation	633	3	35
Public Opinion and Political Processes	634	5	63	...	...	...	...	...	...	...
Elections and Parties	635	5	11	...	...	...	635	5	37	...	...	...
Honors Courses	705	3-5	1	706	3-5	1	707	3-5	4

THE WORK OF INSTRUCTORS—1937-1938 (Cont'd.)

236

ANNUAL REPORT

COURSE SUBJECT	SUMMER QUARTER			AUTUMN QUARTER			WINTER QUARTER			SPRING QUARTER		
	Course No.	Credit Hours	Total No. of Students in All Sections	Course No.	Credit Hours	Total No. of Students in All Sections	Course No.	Credit Hours	Total No. of Students in All Sections	Course No.	Credit Hours	Total No. of Students in All Sections
Learning and Thinking.....	...	...	...	...	...	...	626	3	13	...	...	...
Principles and Economy of Learning.....	628	3	27	...	...	...	628	3	14	...	...	...
Advanced Psychology .....	...	...	...	629	5	39	...	...	...	...	...	...
Psychology of Feeling and Emotion.....	...	...	...	...	...	...	...	...	...	630	5	23
Psychological Theories of Ability.....	...	...	...	...	...	...	631	3	12	...	...	...
Criminal and Legal Psychology.....	...	...	...	...	...	...	634	5	38	...	...	...
Psychology of Advertising.....	...	...	...	635	3	45	...	...	...	635	3	36
Industrial Psychology .....	...	...	...	637	3	45	...	...	...	...	...	...
Industrial & Vocational Psychology Laboratory .....	...	...	...	...	...	...	...	...	...	638	3	*
Psychology and Personnel.....	...	...	...	...	...	...	639	3	48	...	...	...
Educational and Vocational Guidance.....	640	3	32	...	...	...	640	3	53	...	...	...
Abnormal Psychology	641	5	39	...	...	...	641	5	79	...	...	...
Psychopathology .....	...	...	...	...	...	...	...	...	...	642	3	48
Abnormal Psychology .....	...	...	...	...	...	...	...	...	...	643	2	23
Human Motives and Incentives.....	644	3	24	...	...	...	...	...	...	644	3	55
History of Psychology.....	...	...	...	645	5	12	...	...	...	...	...	...
Contemporary Viewpoints in Psychology.....	...	...	...	...	...	...	...	...	...	646	3	22
Theoretical Psychology .....	...	...	...	...	...	...	647	3	10	...	...	...
Minor Problems	650	more	31	650	1 or more	28	650	1 or more	15	650	1 or more	22
Psychology of High School Subjects.....	...	...	...	...	more	...	...	...	...	652	3	*
Comparative Psychology .....	...	...	...	655	5	*	...	...	...	...	...	...
Comparative Psychology .....	...	...	...	...	...	...	...	...	...	656	3	*
Comparative Psychology Laboratory.....	...	...	...	657	3	0	...	...	...	...	...	...
University Personnel Psychology.....	...	...	...	659	3	*	...	...	...	...	...	...
Comparative Psychology Laboratory.....	...	...	...	...	...	...	...	...	...	660	3	*
Infant Behavior	662	3	24	...	...	...	662	3	22	...	...	...
Psychology of the Elementary School Period.....	663	4	52	663	4	56	...	...	...	...	...	...
Observation of the Elementary School Child.....	...	...	...	...	...	...	664	1	16	664	1	8
Principles of Gestalt Psychology.....	...	...	...	668	3	8	...	...	...	...	...	...
Research Problems of the Dean of Women...	...	...	...	674	1 or more	0	674	1 or more	0	674	1 or more	0
Methods & Viewpoints in Educational Psychology .....	...	...	...	...	...	...	676	3	*	...	...	...
Graphic Methods .....	...	...	...	...	...	...	...	...	...	677	2	5
Psychology of Personality.....	678	3	52	...	...	...	...	...	...	678	3	32
Psychology of Public Attitudes.....	...	...	...	679	3	22	...	...	...	...	...	...
Educational Tests and Measurements.....	680	3	32	...	...	...	...	...	...	680	3	16
Seminary in Experimental Psychology.....	802	2	18	802	2	9	802	2	7	802	2	8

[illegible]

Survey of Spanish Lit. of the 17th and 18th Centuries .....	...	...	...	...	...	...	...	...	616	5	*
Modern Spanish Syntax	617	3	3	617	3	9	...	...	...	...	...
Spanish Pronunciation .....	...	...	...	...	...	...	620	5	8	...	...
The Spanish Drama of the 16th Century .....	...	...	...	...	...	...	...	...	...	626	5
Survey of Spanish-American Literature .....	...	...	...	...	...	...	...	...	...	630	5
Minor Problems in Spanish	701	3-5	3	701	3-5	0	701	3-5	1	701	3-5
Honors Courses in Spanish	705	3-10	3	705	3-10	0	706	3-10	0	707	3-10
Old Spanish .....	...	...	...	805	3	2	...	...	...	...	...
Old Spanish .....	...	...	...	...	...	...	806	3	2	...	...
Seminary in Spanish Literature	815	3	3	815	3	4	815	3	3	815	3
Research in Spanish Language or Literature	950	...	4	950	...	2	950	...	4	950	...

RURAL ECONOMICS

Agricultural Economics .....	...	...	...	501	5	59	...	...	...	501	5	110
Farm Management .....	...	...	...	502	5	37	...	...	...	502	5	59
Rural Life .....	...	...	...	...	...	...	505	5	80	...	...	...
Rural Recreation Leadership .....	...	...	...	...	...	...	...	...	...	506	3	42
Advanced Farm Organization .....	...	...	...	602	3	18	...	...	...	...	...	...
Cooperation in Agriculture .....	...	...	...	...	...	...	603	5	36	...	...	...
The Agricultural Industry .....	...	...	...	...	...	...	605	3	24	...	...	...
Rural Sociology .....	...	...	...	606	5	8	...	...	...	...	...	...
Rural Social Organization .....	...	...	...	...	...	...	607	4	0	...	...	...
Rural Social Environment .....	...	...	...	608	3	0	608	3	0	...	...	...
Price of Farm Products .....	...	...	...	...	...	...	...	...	...	612	3	26
Marketing Farm Products .....	...	...	...	613	5	38	...	...	...	613	5	64
Business Management in Agricultural Marketing .....	...	...	...	...	...	...	614	3	13	...	...	...
Special Problems .....	...	...	...	701	3-15	3	701	3-15	10	701	3-15	7
Research in Rural Economics .....	...	...	...	950	...	0	950	...	2	950	...	3

SOCIAL ADMINISTRATION

Historical Development of Social Case Work .....	...	...	...	619	3	38	619	3	25	...	...	...
Community Planning for Child Care .....	...	...	...	...	...	...	620	3	45	620	3	14
Penology .....	...	...	...	626	3	29	...	...	...	...	...	...
The Juvenile Court .....	...	...	...	...	...	...	627	3	24	...	...	...
Field Work in Social Investigation .....	...	...	...	638	5	67	...	...	...	638	5	21
Social Statistics .....	...	...	...	...	...	...	639	5	67	639	5	11
Case Recording .....	...	...	...	...	...	...	642	3	44	...	...	...
Contemporary Group Work and Recreation	646	4	16	...	...	...	646	4	23	...	...	...
Leadership and Direction of Group Activities .....	...	...	...	647	3	28	...	...	...	...	...	...
Camping: Its Organization & Administration	649	3	33	...	...	...	...	...	...	649	3	24
Guidance of Leisure of the Adolescent .....	...	...	...	...	...	...	650	5	24	...	...	...
Welfare Problems in Rural Communities .....	...	...	...	...	...	...	657	4	16	...	...	...
Community Organization .....	...	...	...	...	...	...	...	...	...	668	3	56
Community Health Organization	670	3	30	...	...	...	670	3	8	...	...	...
Community Health Organization	671	3	27	...	...	...	...	...	...	...	...	...
Medical Aspects of Social Work .....	...	...	...	...	...	...	672	3	89	...	...	...
Psychiatric Aspects of Social Work .....	...	...	...	...	...	...	...	...	...	673	3	83
Field Work .....	...	...	...	675	6-15	3	675	6-15	3	675	6-15	49
The Field of Social Work .....	...	...	...	676	2	79	...	...	...	...	...	...
Legal Aspects of Social Work .....	...	...	...	679	3	59	679	3	14	...	...	...

THE WORK OF INSTRUCTORS—1937-1938 (Cont'd.)

240

ANNUAL REPORT

COURSE SUBJECT	SUMMER QUARTER			AUTUMN QUARTER			WINTER QUARTER			SPRING QUARTER		
	Course No.	Credit Hours	Total No. of Students in All Sections	Course No.	Credit Hours	Total No. of Students in All Sections	Course No.	Credit Hours	Total No. of Students in All Sections	Course No.	Credit Hours	Total No. of Students in All Sections
Social Case Work.....	...	...	...	690	3	*	...	...	...	...	...	...
Social Case Work.....	...	...	...	695	5	69	695	5	10	...	...	...
Social Case Work.....	...	...	...	...	...	...	696	5	70	606	5	10
Special Problems.....	...	...	...	700	1-4	16	700	1-4	30	700	1-4	22
Community Chest Movement.....	...	...	...	813	4	21	...	...	...	...	...	...
Contemporary Social Work.....	...	...	...	...	...	...	814	4	20	...	...	...
Interpretation of Social Work.....	815	4	23	...	...	...	...	...	...	...	...	...
The Social Worker and Community Groups...	...	...	...	835	3	20	...	...	...	...	...	...
National Social Work Agencies and Local Programs.....	...	...	...	...	...	...	...	...	...	836	3	19
Budgeting Community Social Work.....	837	3	22	...	...	...	...	...	...	...	...	...
Social Case Work.....	...	...	...	838	3	11	...	...	...	...	...	...
Interviewing in Social Case Work.....	...	...	...	839	3	*	...	...	...	...	...	...
Probation and Parole.....	...	...	...	...	...	...	840	3	7	...	...	...
Public Welfare Administration.....	841	3	21	...	...	...	842	3	*	842	3	*
Public Welfare Administration.....	...	...	...	842	3	*	842	3	*	842	3	*
The Administration of Social Work Agencies	...	...	...	843	3	*	843	3	*	843	3	*
Methods of Social Investigation.....	...	...	...	845	4	17	...	...	...	...	...	...
Methods of Social Investigation.....	...	...	...	...	...	...	846	4	20	...	...	...
Research in Penology.....	...	...	...	847	1-4	1	848	1-4	1	849	1-4	1
Social Case Work in Penology.....	...	...	...	...	...	...	850	3	3	...	...	...
Administration Relationships in Group Work	...	...	...	...	...	...	...	...	...	853	4	7
Public Recreation: Its Organization and Administration.....	...	...	...	...	...	...	855	3	8	...	...	...
Advanced Case Work.....	...	...	...	860	4	18	860	4	10	...	...	...
Advanced Case Work.....	...	...	...	...	...	...	861	2	11	...	...	...
Research in Social Administration.....	950	...	28	950	...	25	950	...	29	950	...	18
SOCIOLOGY												
Principles of Sociology.....	401	5	138	401	5	487	401	5	349	401	5	275
Principles of Sociology.....	402	5	45	402	5	110	402	5	217	402	5	197
Educational Sociology.....	407	5	32	407	5	30	407	5	125	407	5	129
Principles of Sociology.....	...	...	...	410	5	55	410	5	62	410	5	76
Introduction to Anthropology.....	...	...	...	501	5	26	501	5	24	...	...	...
The Sociology of Urban Life.....	...	...	...	...	...	...	...	...	...	505	5	81
The Family.....	601	4	24	601	4	17	601	4	31	601	4	62
The Immigrant.....	...	...	...	...	...	...	605	4	54	...	...	...
Race Contacts and Culture Conflicts.....	...	...	...	...	...	...	...	...	...	607	4	32
The Negro in American Life.....	608	4	14	608	4	23	...	...	...	...	...	...

The Standard of Living.....	...	...	...	...	...	...	...	...	610	4	72
Primitive Social Organization.....	...	...	...	...	...	...	...	...	612	3	13
Poverty.....	...	...	...	...	...	618	3	9	...	...	...
The Criminal.....	625	3	12	625	3	40	...	...	625	3	41
Leisure and Recreation.....	645	4	21	645	4	93	...	...	645	4	25
Rural Social Institutions.....	...	...	...	656	4	32	...	...	...	...	...
Social Order and Social Control.....	665	3	13	665	3	19	...	...	...	...	...
Social Evolution.....	...	...	...	...	...	666	3	8	...	...	...
Social Progress.....	...	...	...	...	...	...	...	...	667	3	12
Recent Social Trends.....	672-3	3	33	672-3	3	13	672-3	3	17	...	...
Social Classes.....	...	...	...	676	4	7	...	...	...	...	...
Theories & Movement of Social Reconstruction.....	...	...	...	...	...	...	677	4	14	...	...
Special Problems.....	700	1-4	6	700	1-4	4	700	1-4	5	700	1-4
History of Sociological Thought.....	...	...	...	801	2	5	802	2	0	803	2
American Sociological Theory.....	805	2	5	806	2	0	807	2	0	...	...
Seminary in Anthropology.....	...	...	...	820	2	8	820	2	8	820	2
Nationality and Nationalism.....	...	...	...	827	4	*	...	...	...	...	...
Seminary in Sociology.....	...	...	...	860	4	0	860	4	0	860	4
Contemporary Sociological Literature.....	900	1-4	5	900	1-4	9	900	1-4	6	900	1-4
Research in Sociology.....	950	...	8	950	...	11	950	...	9	950	...
SPEECH											
Principles and Practice of Effective Speaking I.....	401	5	50	401	5	193	401	5	175	401	5
Principles and Practice of Effective Speaking II.....	...	...	...	...	...	...	402	5	29	...	...
Speech, Voice and Hearing I.....	...	...	...	410	5	83	410	5	92	410	5
Speech, Voice and Hearing II.....	...	...	...	...	...	...	411	5	28	...	...
Standard American Speech: Grammar.....	420	1	22	420	1	16	...	...	...	...	...
Standard American Speech: Idiomatic Usage.....	421	1	0	...	...	...	421	1	18	...	...
Standard American Speech: Pronunciation.....	422	1	25	...	...	...	...	...	...	422	1
Principles and Practice of Oral Reading.....	459	3	23	459	3	23	459	3	41	...	50
Argumentation.....	...	...	...	470	5	21	470	5	10	470	5
General Phonetics: Physiological.....	...	...	...	...	...	...	...	...	...	503	5
Persuasion.....	...	...	...	...	...	...	506	3	7	...	27
Radio Speaking.....	...	...	...	...	...	...	...	...	...	510	3
Acting I.....	...	...	...	521	3	47	...	...	...	...	24
The Forms of Public Address.....	...	...	...	...	...	...	...	...	...	601	5
Advanced Argumentation.....	...	...	...	...	...	...	...	...	...	608	3
Advanced Debate.....	...	...	...	610	5	9	610	5	8	...	15
Advanced Oral Interpretation.....	...	...	...	...	...	...	614	5	...	...	8
Historical American Phonetics.....	...	...	...	...	...	...	618	3	4	...	...
General History of Speech and Rhetoric.....	...	...	...	630	3	5	...	...	...	...	...
History of the Theater.....	633	3	14	633	3	4	...	...	...	...	...
Dramatic Criticism.....	...	...	...	...	...	...	635	3	13	...	...
Playwriting.....	637	5	4	...	...	...	...	...	...	637	5
Acting II.....	...	...	...	...	...	...	638	3	40	...	8
Acting III.....	...	...	...	...	...	...	...	...	...	639	3
Visual Hearing Techniques.....	...	...	...	...	...	...	656	5	16	...	26
Stagecraft.....	...	...	...	660	5	19	...	...	...	...	...
Stage Direction.....	...	...	...	664	5	9	...	...	...	...	...
Play Production.....	...	...	...	...	...	...	665	5	11	...	...

THE WORK OF INSTRUCTORS—1937-1938 (Cont'd.)

242

ANNUAL REPORT

COURSE SUBJECT	SUMMER QUARTER			AUTUMN QUARTER			WINTER QUARTER			SPRING QUARTER		
	Course No.	Credit Hours	Total No. of Students in All Sections	Course No.	Credit Hours	Total No. of Students in All Sections	Course No.	Credit Hours	Total No. of Students in All Sections	Course No.	Credit Hours	Total No. of Students in All Sections
Play Analysis	667	3	3	...	...	...	...	...	...
Clinical Practice in Speech Correction.....	692	5	9	692	5	11	...	...	...	...	...	...
Speech Disorders Survey.....	694	5	12	...	...	...	...	...	...	694	5	6
Minor Problems in Speech.....	700	3-5	16	700	3-5	22	700	3-5	17	700	3-5	38
Survey of Experimental Techniques.....	811	5	2	811	5	3	...	...	...	...	...	...
Speech Pathology	816	5	4
Pronunciation Norms	824	5	4
Theatrical Art	844	5	3	...	...	...
The Little Theatre.....	3	2	850	5	4
Studies in Ancient and Modern Rhetoric.....	870	3	...	...	...	...
Studies in the Nature and Structure of Oral Words
Research in Speech.....	950	...	3	881	2	4	882	2	4	883	2	4
				950	...	5	950	...	9	950	...	5
SURGERY												
Minor Surgery	675	3	74
General Surgery	700	2	81	701	2	80	...	...	...
Genito-Urinary Diseases	703	2	80	...	...	...
Gynecology	704	2	80
General Surgery	725	2	91	...	...	...	...	...	...
Conference Clinics	726	1	91	727	1	91	728	2	91
Endocrinology of the Female Organs.....	750	1	24	...	...	...	...	...	...
Orthopedic Surgery	752	1	29	...	...	...
SURVEY COURSES												
Survey of Agriculture.....	3	262	...	...	...	...	...	...
Survey of Greek Civilization.....	603	15	0	...	...	...
Foundations of Contemporary Civilization....	605	5	60	605	5	69	605	5	67
Development of Modern Science.....	608	5	60	608	5	78	...	...	...
Survey of Education.....	401	...	360	402	...	366	...	...	...
Survey of Engineering.....	3	638	...	3	580	...	3	496
VETERINARY MEDICINE												
VETERINARY ANATOMY												
Anatomy of the Horse.....	401	6	68	402	6	68	...	...	...
Topographic Anatomy of Domestic Animals...	405	6	55
Histology of the Domesticated Animals.....	408	3	68	409	3	68	...	...	...
Embryology of the Domesticated Animals....	410	3	58
Vet. Anatomy for Animal Husbandry Students	451	5	55	...	...	...	...	...	...

Applied Anatomy of Domestic Animals.....	...	...	...	501	3	52	...	...	...	...	...	...	...
Advanced Veterinary Anatomy.....	...	...	...	601	3-5	0	601	3-5	0	601	3-5	0	0
Hostologic Technique.....	...	...	...	608	2-5	0	608	2-5	0	608	2-5	0	0
VETERINARY CLINICS													
Clinics.....	550-1-2	3	1	550-1-2	3	45	550-1-2	3	46	550-1-2	3	46	
Clinics.....	560-1-2	3	1	560-1-2	3	55	560-1-2	3	55	560-1-2	3	55	
Special Problems in Clinics.....	...	...	...	801	3-10	0	802	3-10	0	803	3-10	1	
Advanced Clinical Technique.....	...	...	...	810	3-10	0	810	3-10	1	810	3-10	0	
VETERINARY MEDICINE													
Agricultural Veterinary Medicine.....	...	...	...	...	...	...	452	3	31	453	3	10	
Materia Medica and Therapeutics.....	...	...	...	460	3	52	461	3	48	462	3	48	
Physical Diagnosis.....	...	...	...	501	1	45	...	...	...	...	...	...
Diseases of Small Animals.....	...	...	...	504	5	45	...	...	...	...	...	...
Diseases of Small Animals.....	...	...	...	...	...	...	505	3	46	...	...	...
Sporadic Diseases of Large Animals.....	...	...	...	...	...	...	508	4	46	509	4	46	
Infectious Diseases of Large Animals.....	...	...	...	515	4	55	...	...	...	...	...	...
Diseases of Poultry.....	...	...	...	...	...	...	525	3	55	...	...	...
Veterinary Medical Jurisprudence.....	...	...	...	...	...	...	...	...	...	585	3	55	
Special Problems in Veterinary Medicine.....	...	...	...	626	2-5	0	626	2-5	0	626	2-5	38	
VETERINARY PARASITOLOGY													
Parasitology.....	...	...	...	401	3	52	402	3	51	...	...	...
Advanced Veterinary Parasitology.....	...	...	...	623	2-5	1	623	2-5	4	623	2-5	2	
Special Parasitology Problems.....	826	5	3	826	5	2	826	5	2	826	5	1	
VETERINARY PATHOLOGY													
General Pathology.....	...	...	...	...	...	...	401	5	48	...	...	...
Special Pathology.....	...	...	...	...	...	...	...	...	...	405	4	48	
Special Pathology.....	...	...	...	505	4	45	...	...	...	...	...	...
Special Pathology of Infectious Diseases.....	...	...	...	...	...	...	526	3	45	...	...	...
Meat Inspection.....	...	...	...	...	...	...	...	...	...	527	3	55	
Pathology Technique.....	610	2-5	2	610	2-5	1	610	2-5	2	610	2-5	8	
Advanced Special Pathology.....	615	2-5	1	615	2-5	1	615	2-5	0	615	2-5	0	
Special Anatomical Pathology.....	801	2-10	3	801	3-10	1	801	3-10	2	801	3-10	2	
Special Bovine Pathology.....	805	3-10	0	805	3-10	0	805	3-10	0	805	3-10	0	
Special Poultry Pathology.....	815	3-10	0	815	3-10	1	815	3-10	0	815	3-10	0	
VETERINARY PREVENTIVE MEDICINE													
Genetic and Environmental Hygiene.....	...	...	...	...	...	...	...	...	...	510	3	47	
Environmental Hygiene.....	...	...	...	513	3	55	...	...	...	...	...	...
Biologic Hygiene.....	...	...	...	...	...	...	514	3	55	...	...	...
Food Hygiene.....	...	...	...	...	...	...	...	...	...	515	4	55	
Special Problems in Preventive Vet. Medicine.....	...	...	...	650	2-5	0	650	2-5	0	650	2-5	0	
VETERINARY SURGERY													
General Surgery.....	...	...	...	501	5	45	502	1	46	...	...	...
Special Surgery.....	...	...	...	505	4	55	506	4	46	507	4	46	
Breeding Problems.....	...	...	...	515	1	55	516	1	55	517	1	55	

THE WORK OF INSTRUCTORS—1937-1938 (Cont'd.)

244

ANNUAL REPORT

COURSE SUBJECT	SUMMER QUARTER			AUTUMN QUARTER			WINTER QUARTER			SPRING QUARTER		
	Course No.	Credit Hours	Total No. of Students in All Sections	Course No.	Credit Hours	Total No. of Students in All Sections	Course No.	Credit Hours	Total No. of Students in All Sections	Course No.	Credit Hours	Total No. of Students in All Sections
Obstetrics .....	...	...	...	...	...	...	...	...	...	520	4	46
Operative Practice .....	...	...	...	577	1	55	578	1	55	...	...	...
Special Problems in Veterinary Surgery .....	...	...	...	624	1-5	0	624	1-5	0	624	1-5	36
Research in Veterinary Medicine	950	...	2	950	...	1	950	...	2	950	...	3
VETERINARY PHYSIOLOGY												
Comparative Physiology .....	...	...	...	413	4	52	414	4	48	415	4	48
Comparative Physiology .....	...	...	...	...	...	...	416	5	44	417	5	46
ZOOLOGY AND ENTOMOLOGY												
General Zoology	401	5	47	401	5	789	401	5	372	401	5	249
General Zoology	402	5	44	402	5	197	402	5	614	402	5	327
General Principles of Heredity	403	5	15	403	5	215	403	5	149	403	5	398
Ornithology .....	...	...	...	...	...	...	...	...	...	408	3	61
General Zoology (Special) .....	...	...	...	...	...	...	...	...	...	490	5	16
General Parasitology .....	...	...	...	...	...	...	504	5	35	504	5	61
Evolution .....	...	...	...	...	...	...	509	5	31	509	5	55
General Entomology .....	...	...	...	...	...	...	550	5	37	...	...	...
Economic Entomology	551	5	11	551	5	43	...	...	...	551	5	67
Bee Culture .....	...	...	...	...	...	...	...	...	...	555	3	*
Garden and Greenhouse Insects .....	...	...	...	558	3	7	...	...	...	...	...	...
Shade Tree and Ornamental Shrub Insects .....	...	...	...	...	...	...	...	...	...	560	3	8
Advanced Genetics	601	3	7	601	3	18	601	3	7	...	...	...
Animal Behavior	605	3	10	605	3	9	...	...	...	...	...	...
Animal Behavior .....	...	...	...	...	...	...	606	3	*	...	...	...
Animal Microtechnic .....	...	...	...	609	3-5	11	...	...	...	...	...	...
Cellular Biology I .....	...	...	...	...	...	...	617	3-5	35	...	...	...
Cellular Biology II .....	...	...	...	...	...	...	...	...	...	618	3-5	35
Advanced Zoology of Vertebrates .....	...	...	...	...	...	...	...	...	...	620	5	42
Adv. Zoology of Invertebrates I—The Protozoa .....	...	...	...	625	5	19	...	...	...	...	...	...
Advanced Zoology of Invertebrates II .....	...	...	...	...	...	...	626	5	17	...	...	...
Advanced Zoology of Invertebrates III .....	...	...	...	...	...	...	...	...	...	627	5	13
The Interpretation of Biological Data .....	...	...	...	...	...	...	630	5	23	...	...	...
Wildlife Conservation .....	...	...	...	...	...	...	640	1	8	...	...	...
Wildlife Conservation Conference .....	...	...	...	643	1	2	644	1	3	645	1	0
Entomology for Biology Teachers	650	5	12	...	...	...	...	...	...	...	...	...
Advanced Entomology .....	...	...	...	651	5	7	...	...	...	...	...	...
Advanced Entomology .....	...	...	...	...	...	...	652	5	6	...	...	...
Insect Control .....	...	...	...	653	5	9	...	...	...	...	...	...

FOUNDING OF THE UNIVERSITY

[illegible]

* SHOWING THE WHOLE NUMBER OF DEGREES IN COURSE CONFERRED SINCE THE FOUNDING OF THE UNIVERSITY

[illegible]

APPENDIX IV (Concluded)

[illegible]

*Statistics given prior to 1904 covered only the degrees granted at the Commencement.

Titles
 1905-1935 42,637
 1939 2600
 45,237

APPENDIX V

DEGREES AND CERTIFICATES GRANTED DURING YEAR 1937-1938

SEPTEMBER CONVOCATION

GRADUATE SCHOOL

DEAN: GEORGE FREDERICK ARPS

DOCTOR OF PHILOSOPHY

Cyril Edward Abbott, B.A. (University of Wisconsin); M.S. (Kansas State Agricultural College)	Elgin, Ill.
Ida May Baker, B.S., A.M. (Columbia University)	Cleveland
Clara Belle Blackburn, B.A. (Muskingum College); M.A.	Cumberland
Ernest William Bowerman, B.S. in Edu. (Northern Normal and Industrial School); B.S. in Ch.E. (South Dakota State School of Mines)	Columbus
Francis Pettit Bundy, B.S. (Otterbein College); M.Sc.	Westerville
William James Burke, A.B. (Ohio University)	Lowelville
Miles Elwood Cary, A.B. (University of Washington); M.A. (University of Hawaii)	Honolulu, Hawaii
Alvin Wallace Copeland, B.A. (Muskingum College); M.Sc.	Cuyahoga Falls
Raymond Anson Dobbins, B.A., M.Sc.	Ada
Russell Vause Giffin, B.Sc. in Bus. Adm., M.A.	Columbus
Dudley Peters Glick, B.A., M.A.	Columbus
James Godfrey Haub, B.S. (Capital University); M.Sc.	Columbus
Alfred Ernest Hirschler, A.B. (Bluffton College); M.A.	Bluffton
Beverly Eli Holaday, A.B. (Wittenberg College)	Richmond, Ind.
Darlington Franklin Holtman, A.B. (University of Kansas); M.A. (University of Tennessee)	Columbus
Donald Robert Husted, B.A.	Warsaw
Reid Ethelbert Jackson, B.S. (Wilberforce University); M.A.	Wilberforce
Frederick Lewis Johnston, B.A. (The College of Wooster); M.A. (Syracuse University)	Mansfield
Walter Edwin Jordan, B.A. (The College of Wooster)	Ashtabula
Hollis Littlefield Leland, B.S. (University of Maine); M.S. (University of New Hampshire)	Bangor, Me.
William Edmund Livezey, A.B. (Earlham College); A.M. (Haverford College)	Barnesville
John Royer Long, B.S. in Ch. E. (Kansas State College of Agriculture and Applied Science)	Columbus
Madison Lincoln Marshall, B.S. in Ch.E. (Grove City College); M.S. (Washington and Jefferson College)	East Liverpool
Stanley Smith Marzolf, A.B. (Wittenberg College); M.A.	Westerville
Howard Nicholas Maxwell, B.S. (Carnegie Institute of Technology); A.M. (Harvard University)	Zanesville
Myron Stanley McCay, A.B. (University of Georgia); A.M. (University of North Carolina)	Athens, Ga.
Ramona Oneita Messerschmidt, B.A. (University of Wisconsin); M.A.	Toledo
Herman Christian Nolen, B.A. (University of Wisconsin); M.S. (University of North Carolina)	Columbus
Mary Winifred O'Connor, B.A., B.S. in Edu. (St. Mary's of the Springs College); M.Sc.	Columbus
Grafton Ray Owens, B.S. in Ch.E., M.S. in Ch.E. (Massachusetts Institute of Technology)	Columbus
Joseph Howard Parks, B.S. (Tennessee State Teachers College); A.M. (University of Alabama)	Manchester, Tenn.

Charles Ernest Pauck, B.A., M.A.	St. Marys
Sieghardt Michael Riegel, B.A., M.A.	Lakewood
Merle Dale Rigterink, A.B. (Hope College)	Hamilton, Mich.
John William Ryznar, B.S., B.S. in Edu. (Kent State College); M.Sc.	McDonald
George Edwin Schmitkons, A.B. (Oberlin College)	Lorain
Stuart Leeson Schoff, A.B. (Oberlin College); M.A.	Cadillac, Mich.
William Clifton Sears, B.A. (Ohio Wesleyan University); M.Sc.	Cambridge
Elden Bryson Sessions, B.S. (Utah State Agricultural College); M.S. (University of Idaho)	Logan, Utah
Elwood Dwayn Shipley, B.E.E., M.Sc.	Cambridge
Charles Ferdinand Simmons, B.S., M.S. (Alabama Polytechnic Institute)	Andalusia, Ala.
Karl Ralph Spangenberg, B.S. in E.E., M.S. in E.E. (Case School of Applied Science)	Shaker Heights
Paul Elwood Stanley, A.B. (Manchester College); M.A.	Huntington, Ind.
Leo Joseph Tanghe, B.S., M.S. (The University of Rochester)	Rochester, N. Y.
Sidney Dennison Terr, A.B., M.E. (Cornell University)	Columbus
Robert Clemens Turner, A.B. (Hiram College); M.B.A. (Northwestern University)	Columbus
(Forty-six candidates)	

MASTER OF ARTS

Kenneth Klein Addicott, A.B. (San Jose State College)	San Francisco, Calif.
Neal Ashley Adkins, B.Edu. (Eastern Illinois State Teachers College)	Lexington, N. C.
Irene Anabel Aitken, B.A. (Western Reserve University)	Cleveland
Walter Albert Alexander, B.Sc. in Agr.	Bowling Green
John Newton Allison, B.A. (Muskingum College)	Cumberland
Mary Louise Altman, A.B. (Otterbein College)	Westerville
Kathryn Lucile Anderson, B.Sc. in Edu.	Lilly Chapel
Neal Beery Andregg, B.Sc. in Edu.	Basil
Marjorie Belle Archer, A.B. (Marshall College)	Huntington, W. Va.
Rollin Dean Ashbaugh, B.S. in Edu. (Ohio University)	New Boston
George Herbert Baker, B.Sc. in Edu.	Columbus
Ferda Yolanda Barnett, B.Sc. in Edu.	Louisville, Ky.
Augusta Irene Barrick, A.B. (Heidelberg College)	Warren
David Clark Beall, B.Sc. in Agr.	Mentor
Wilbur Edward Beane, B.Sc. in Agr.	Arcanum
Rhea Elizabeth Beard, B.Sc. in Edu.	Worthington
Kenneth Clare Beighley, B.A. (Muskingum College)	New Concord
William McNeil Bell, B.A.	Akron
Berton Dale Bigham, A.B. (Heidelberg College)	Berlin Heights
Eugen Carl Bischoff, A.B. (Oberlin College)	State College, Pa.
Irving Edward Blume, B.S. in Edu. (Miami University)	Portsmouth
Victor Lee Bowers, B.A. (East Texas State Teachers College)	Commerce, Tex.
Lester George Brailey, B.Sc. in Bus.Adm.; B.Phys.Edu. (American College of Physical Education)	Swanton
Robert George Brand, A.B. (Heidelberg College)	Milton Center
Blair Brasel, A.B. (Cedarville College)	Galion
Clifton Earle Briggs, A.B. (Wilmington College)	Wilmington
Lou Beauchamp Browns, B.S. in Edu. (Ohio University)	Cleveland Heights
Mary Parker Brown, A.B. (Vassar College)	Franklin
Jean Shirley Buck, A.B. (Mount Union College)	Alliance
Forest Reid Butler, B.Sc. in Edu.	Columbus
Louis John Callan, B.S. (Ind. Arts) (State Teachers College, N. Y.)	Buffalo, N. Y.
Doris McLean Campbell, B.A.	Columbus
John Alden Campbell, B.A. (Ohio Wesleyan University)	Marysville
Vera Anne Candon, B.Sc. in Edu.	Cleveland
Ervin Fred Carlisle, B.A. (Ohio Wesleyan University)	Columbus
Kenneth Eugene Carpenter, B.S. (University of Illinois)	West Union, Ill.
Kenneth Edwin Clark, B.Sc. in Edu.	Columbus
Glenn Lowell Clayton, B.S. in Edu. (Miami University)	Brookville
Howard Arthur Cochran, B.Sc. in Edu.	Fremont
Marie Alexander Comfort, A.B. (Otterbein College)	Dayton
Vera Elizabeth Conn, B.A. (Muskingum College)	Zanesville
Mary Irene Cooper, A.B. (Ohio University)	Bellevue

Frederick Eliphas Cope, B.S. in Edu. (Mount Union College)	Salem
Ella Loretta Corbett, B.Sc. in Edu.	Washington, D. C.
*Rollin William Coyle	Batavia
Helen Crafts, B.S. in Edu. (Ohio Northern University) B.A.	Ada
Emma Cockell Craven, B.Sc. in Edu.	Columbus
*Esther Mildred Cravens, B.A.	Columbus
Alice Lillian Crist, B.Sc. in Edu.	Columbus
John Grover Crites, A.B. (Defiance College)	Columbus
Theodore William Croy, A.B. (Otterbein College)	Dayton
George Benton Dale, B.Arch.	Cleveland
Kermit Daugherty, A.B. (Rio Grande College)	Jackson
Robert Olen Davies, A.B. (Marietta College)	Hillsboro
Stanley Dawley, B.S. in Edu. (Ohio University)	Tarleton
Edyth Viola DeLaney, B.A. (Muskingum College)	Warnock
Raymond O. Detrick, A.B. (Wittenberg College)	Delaware
Joseph Alan Dorff, B.A., B.Sc. in Edu.	Shadyside
Gerald Thomas Durbin, B.A.	Columbus
Wendell Bonnell Edgerley, B.A. (The College of Wooster)	Danville
William George Ellis, A.B. (Davis Elkins College)	Flushing
John Ellis Evans, B.A., B.Sc. in Edu.	Oak Hill
Marjorie Katherine Evans, B.S. in Edu. (Miami University)	Washington C. H.
Florence Chenot Ewing, A.B. (Heidelberg College)	Tiffin
Norman Fairall, B.S. in Edu. (Muskingum College)	Zanesville
Novice Gail Fawcett, B.S. (Kenyon College)	Gambier
Sidney Morgan Fenn, B.Sc. in Agr.	Medina
Anne Louise Ferguson, B.A. (St. Mary's of the Springs College)	Mt. Vernon
Byron James Fischer, B.S. in Edu. (Ohio University)	Alexandria
Clara Grace Follick, B.Sc. in Edu.	Hamilton
Myron Herrick Fowler, A.B. (Rio Grande College)	Rio Grande
Betty Lee Francis, B.S. in Edu. (Kent State College)	Kent
Leslie Edward Frye, B.S. (Western Reserve University)	Cleveland
Gerhard Walter Gaiser, A.B. (Bowling Green State College)	Cleveland Heights
Alonzo Smith Gaither, A.B. (Knoxville College)	Middlesboro, Ky.
William Harrison Galberach, Ph.B. (Kenyon College)	Lima
Olivia Frances Gander, B.S. in Edu. (Bowling Green State College)	Woodstock
Stephen Gary, B.A., LL.B.	East Youngstown
Dale Wayne Gates, B.Sc. in Edu.	Mt. Gilead
Harold Lyman Gear, A.B., B.S. in Edu. (Kent State College)	Kent
Edwin Earl Gearhart, A.B. (Otterbein College)	Bucyrus
Margaret Edna George, A.B. (Ohio University)	Wellston
Hazel Lee Gibbon, B.A.	Columbus
Merle Beatrice Gilbert, B.S. in Edu. (Ohio University)	Columbus
Henry Leslie Giles, A.B. (Knoxville College)	Lawrenceville, Va.
Myron Ellsworth Gire, B.S. in Edu. (Wilmington College)	Columbus
Wallace Charles Glenwright, B.S. (Mount Union College)	Alliance
Josephus Edwin Gordon, B.Sc. in Edu.	New Lexington
Arthur Bennette Gorsuch, B.Sc. in Edu.	Wauseon
Emerson Blair Graham, B.Sc. in Edu.	Columbus
Earl Raymond Gregg, B.S. in Edu. (Muskingum College)	Belle Valley
Bessie J. Swaney Groves, B.Sc. in Edu.	Columbus
John Herbert Halderman, B.Sc. in Agr.	Tippecanoe City
Mary Clements Halligan, B.A., B.Sc. in Edu.	Columbus
Mildred Edna Hampton, B.Sc. in Edu.	Columbus
John Milton Harman, B.S. in Edu. (Ohio Northern University)	Bucyrus
Geraldine Caroline Harris, B.Sc. in Edu.	Columbus
Cecile Ardella Harrison, B.S. (Michigan State Normal School)	Columbus
Marjorie Natalie Hart, B.S. in Edu. (Miami University)	Eaton
Paul Bowers Hartman, B.S. in Aero.E. (Massachusetts Institute of Technology)	Toledo
Ernest LaForrest Helvoigt, B.S. in Edu. (Bowling Green State College)	Bowling Green
Maurice Ralph Helwick, A.B. (Mount Union College)	Bolivar
Arnold Ernest Hoffmann, B.S. in Edu. (Miami University)	New Bremen
William Leonard Holliday, B.Sc. in Edu.	Campbell

* Two degrees.

Lowell Heckler Holloway, A.B. (Oberlin College).....	Monroeville
Ruth Elizabeth Hook, B.Sc. in Edu.....	Stryker
Edward John Horricks, B.S. (Western Reserve University).....	Cleveland
Edgar Willis House, B.S. in Edu. (Ohio University).....	Caldwell
Edward Sheldon Howe, B.S. in Edu. (Ball State Teachers College).....	Anderson, Ind.
George Earl Howe, A.B. (Bluffton College).....	Trenton
William Evin Huffman, Ph.B. (Denison University).....	Alexandria
Bernice Gaines Hughes, A.B. (Ohio University).....	Xenia
Robert A. Hull, B.S. (The College of Wooster).....	Canfield
Ada Lovelace Hunt, B.A. (Ohio Wesleyan University).....	Richwood
Frank Orange Hurd, A.B. (Hiram College).....	Hiram
Sidney Jenkins, B.S. (Denison University).....	Granville
Robert Edwin Jewett, B.Sc. in Edu.....	Columbus
Dorothy Lenore Jones, B.Sc. in Edu.....	Columbus
Neil Spurgeon Jones, A.B. (Rio Grande College).....	Thurman
Roseboro Eugene Jones, A.B. (Johnson C. Smith University).....	Chester, S. C.
Leta S. Jump, A.B., B.S. in Edu. (Ohio Northern University).....	Kenton
William Howard Ketcham, B.Sc. in Edu.....	Collins
Paul Clifford Kiefer, B.S. in Edu. (Ohio University).....	Canfield
Mildred King, B.Sc. in Edu.....	Dorset
Victor Raymond Klein, B.S. in Edu. (Miami University).....	Miamisburg
Howard Lane Knox, B.S. (University of Maryland).....	College Park, Md.
Lloyd Tilghman Knox, Jr., B.S. (University of Maryland).....	College Park, Md.
Lucile Kornblum, B.A. (New York University).....	Brooklyn, N. Y.
Timothy Dwight Ladd, B.Sc. in Edu.....	East Claridon
Catherine Lapolla, B.A. (Seton Hill College).....	Niles
Francis Merrill Lash, A.B. (Ohio Northern University).....	Tiro
John Roland Lea, B.A. (The College of Wooster).....	Fredericksburg
William Levy, B.C.E., B.Sc. in Edu.....	Youngstown
Samuel Jesse Lightfritz, A.B. (Marietta College).....	Belpre
Karl Gustaf Lind, A.B. (Wittenberg College).....	Springfield
Arne Olof Lindberg, A.B. (Colby College).....	Stockholm, Me.
Louise Eleanor Ludman, B.A. (Ohio Wesleyan University).....	Delaware
Harry Granville Lull, B.S. (Denison University).....	Mt. Sterling
Earl Russell Lynham, B.Sc. in Edu.....	Cleveland
Edith K. Lynn, A.B. (Hiram College).....	Canfield
Gertrude Helen Lynn, A.B. (Heidelberg College).....	Warren
Doris Wharton Malmesbury, A.B. (Mount Union College).....	Alliance
McCoy Mariner, B.A. (Muskingum College).....	Youngstown
Marcella Wallace Martin, B.S. (Wilberforce University).....	Wilberforce
Stuart Brown Martin, B.A.....	Cleveland
George Clyde Mason, B.S. in Edu. (Ohio Northern University).....	Van Wert
Herbert Comer Matthews, A.B. (Drury College).....	Hiram
Albert Clinton May, A.B. (Otterbein College).....	Newcomerstown
Wilma Gallagher McCague, B.Sc. in Edu.....	Quaker City
James Marshall McDonald, B.Sc. in Edu.....	Columbus
Katherine Louise McDonald, B.Sc. in Edu.....	Columbus
Agnes Provines McGavran, B.A.....	Cadiz
Leroy Noble McHenry, B.I.E.....	Cozzaddale
Birdie Alice McMullen, A.B. (Wilmington College).....	Fayetteville
Evalyn Hyde Meinke, A.B. (Defiance College).....	Oak Harbor
Ruth Amelia Meister, A.B. (Marietta College).....	Marietta
Edwin Clair Mirise, B.A. (Denison University).....	Granville
Harold Ervin Mohr, B.S. in Edu. (Miami University).....	Van Wert
Jane Lucile Mollencop, B.Sc. in Soc. Adm., B.Sc. in Edu.....	Columbus
Frederick Antonio Moore, B.A., M.A. (Gallaudet College).....	Columbus
Elmer Earl Morris, B.Sc. in Edu.....	Dexter City
Martha Cynthia Morris, B.S. in Edu. (Ohio University).....	Caldwell
Royal Joseph Morsey, B.Sc. in Edu.....	Minster
Eleanor Helen Narosny, B.A.....	Cleveland
Edwin King Neely, B.S. in Edu. (Kent State College).....	Rayland
Lovina Ella Newlun, B.Sc. in Edu.....	Columbus
Margaret Mae Niestrath, B.S. in Edu. (Miami University).....	Georgetown

Robert Benjamin Oldfather, A.B. (Heidelberg College)	Fremont
Delmar Walter Olson, B.S. (Iowa State College)	Mason City, Ia.
Lawrence Arvine Pflaumer, A.B. (Wittenberg College)	New Carlisle
Bessie Phillips, B.Sc. in Edu.	Columbus
Marjorie Evelyn Prieur, B.Sc. in H.E.	Bowling Green
Ben Philip Ramsay, B.S. in Edu. (Muskingum College)	Powhatan Point
Virgil LeRoy Raver, B.S. (Otterbein College)	Nova
Virgil Bryan Redd, B.Sc. in Agr., M.Sc.	Carroll
David Echols Reemsnyder, B.S. (West Virginia Wesleyan University)	Cuyahoga Falls
Marques Edwin Reitzel, B.Fine Arts (Chicago Art Institute)	Columbus
Walter Frederick Rettig, A.B. (Heidelberg College)	Liberty Center
William Alvin Rex, Jr., A.B. (Defiance College)	Defiance
Marian Carmony Reynard, B.A. (Ohio Wesleyan University)	Springfield
Clarence Leslie Rice, B.C.E.	Wellston
Rachel Elizabeth Richards, B.Sc. in Edu.	Camp Chase
Robert William Richey, B.S., B.S. in Edu. (Wilmington College)	Russellville
John Gourley Riffer, A.B. (Thiel College)	Uhrichsville
Joe Clifton Riley, A.B. (Marshall College)	Chesapeake
Ralph Allen Ringgenberg, B.Sc. in Edu.	Ohio City
Newell Wayne Ritchey, B.Sc. in Edu.	St. Clairsville
Jay Porter Roberts, B.Sc. in Edu.	Columbus
Bertha May Robertson, B.S. in Edu. (Bowling Green State Normal College)	Haskins
Naomi Ruth Rodeheffer, B.Sc. in Edu.	St. Marys
Herbert Edward Rolsten, B.S. in Edu. (Ohio University)	Norwalk
Elizabeth Evans Roman, B.Sc. in Edu.	Steubenville
Evelyn Lucile Ross, B.Music (Northwestern University)	Columbus
Warren Thompson Roudebush, A.B. (Miami University)	Oxford
John Carlton Rudolph, B.S. in Edu. (Bowling Green State College)	Holgate
Evelyn Amaryllis Rupert, B.Sc. in Edu.	Vandergrift, Pa.
Mary Ellen Sacksteder, B.S. (Heidelberg College)	Sandusky
Nelle Schelky, B.Sc. in Edu.	Columbus
Clara Margaret Schneider, B.Sc. in Edu.	Columbus
Emma Louise Schoonover, A.B. (Oberlin College)	Marietta
Lester Frederick Schumaker, B.Sc. in Bus.Adm.	Gibsonburg
Don Charles Schwartz, A.B. (Bluffton College)	Columbus
Mazie Tyson Scott, B.Sc. (Howard University)	Columbus
Virgil Joseph Scott, B.Sc. in Edu.	Cleveland Heights
Eldon Frank Scoutten, B.S., B.S. in Edu. (Kent State College)	Lisbon
Edward Johnson Sears, B.S. in Phys.Edu. (The Rice Institute)	Indianapolis, Ind.
Helen Elizabeth Sears, B.Sc. in Edu.	Ironton
Halleck Clarke Secrest, B.A. (Muskingum College)	Mt. Ephraim
Milton Daniel Sheatsley, A.B. (Capital University)	Columbus
Lillian Sellers Shields, A.B. in Edu. (West Virginia State College)	Fire Creek, W. Va.
Edna L. Simmons, B.S. in Edu. (Ohio Northern University)	Ada
Virgil Nederey Sloan, A.B. (Defiance College)	Toledo
Kathleen Elizabeth Smith, B.Sc. in Edu.	Columbus
Olin Bashford Smith, B.A. (Ohio Wesleyan University)	Niles
Paul Everest Smith, B.Sc. in Bus.Adm.	Utica
Lotus Aurelia Snow, B.A., B.Sc. in Edu.	Danville
Erwin Neal Southard, B.A., B.Sc. in Edu.	Columbus
John Cunningham Sparks, B.B. (University of Tulsa)	Tulsa, Okla.
Roy Russell Spetka, M.E. in E.E.	Mansfield
Elizabeth Louise Sprenger, B.Sc. in Edu.	Columbus
Erich Julius Wilhelm Steiniger, B.A. (University of Idaho)	Moscow, Idaho
George Shackelford Strange, B.S. (Randolph-Macon College)	Richmond, Va.
Earl Poe Strong, B.S. in Edu. (State Teachers College, Pa.)	Mansfield
William Alfred Sutton, A.B. (Cleveland College)	East Cleveland
Florence Genevieve Swain, B.S. in Edu. (Bowling Green State College)	Vickery
Chauncey Swingle, B.Sc. in Edu.	Zanesville
Charles Winthrop Taylor, B.S. in Edu. (Marion College)	Pataskala
Richard Ernest Teichert, B.Sc. in Edu.	Columbus
David Lyle Temple, A.B. (Miami University)	Canton
Paul Raymond Temple, B.Sc. in Edu.	Rawson

*Morris Tepletsky.....	Columbus
John Harold Thompson, A.B. (Baldwin-Wallace College).....	Youngstown
Raymond Ralph Thutt, A.B. (Wittenberg College).....	Springfield
Carl Raymond Topping, A.B. (Rio Grande College).....	Porter
Alfred Clark Tucker, A.B. (Wilmington College).....	Lucas
Martin Dale Varner, B.Sc. in Edu.....	Lima
Carl Drain Vermilya, A.B. (Defiance College).....	Continental
Robert Babcock Waite, B.Sc. in Edu.....	Columbus
Arthur Wald, B.S. (University of Wisconsin).....	Delaware
Raymond Lee Walter, B.Sc. in Edu.....	Carroll
Willard Sherdon Weekley, A.B. (Rio Grande College).....	Caldwell
Harold Edwin Wetzel, B.Sc. in Soc.Adm.....	Dayton
John Russel White, A.B. (Defiance College).....	Leipsic
Dana Philip Whitmer, A.B. (Oberlin College).....	Pandora
James Arthur Wiggins, B.Sc. in Edu.....	Moxahala
Helen Flack Wiley, B.S. in Edu. (Wilberforce University).....	Wilberforce
Bert Leo Wilson, B.Sc. in Edu.....	Columbus
Walter Coleman Wilson, B.A. (Muskingum College).....	New Concord
Carl Morgan Wipert, A.B. (Wittenberg College).....	Springfield
Lewis John Wiragos, B.Sc. in Edu.....	Rome
Robert Townsend Youmans, B.Sc. in Edu.....	Girard
John Melvin Young, B.S. in Edu. (Miami University).....	West Union
Wendell Young, A.B. (Denison University).....	Butler
Earl Haines Younkman, B.S. in Edu. (Ohio Northern University).....	Lafayette
Joseph Frank Zack, B.S. in Edu. (Ohio University).....	Middlebranch
Carl Zangmeister, B.Sc. in Edu.....	Canal Winchester
(Two hundred and fifty-six candidates)	

MASTER OF ARTS
IN SOCIAL ADMINISTRATION

Richard Sandoe Bachman, B.A.....	Columbus
Gerson Baruch Chertoff, B.A. (Western Reserve University).....	Cleveland
Lyman Sedgwick Ford, A.B. (Denison University).....	Youngstown
Gerald Dean Fry, A.B. (Bowling Green State University).....	Fostoria
Robert Nelson Gay, A.B. (University of Pittsburgh).....	Pittsburgh, Pa.
Howard Pattison Hunt, B.S. (The College of Wooster).....	Mt. Vernon
Rowland King Leonard, B.Sc. in Soc.Adm.....	Columbus
Harry Leroy Lippincott, B.S. (Springfield College).....	Columbus
William Meade Mark, B.Sc. in Bus.Adm.....	Westerville
Bruce Hardy McClure, B.Sc. in Jour.....	Middletown
Martha Bell Miller, B.A., B.Sc. in Edu.....	Cleveland
John Franklin Moore, B.A.....	Columbus
Felicia Roberta Pakeltis, A.B. (Notre Dame College).....	Cleveland
Harry Mark Rosen, B.S. in Gen.Sc. (Massachusetts Institute of Technology).....	Columbus
Charles Schmukler, B.Sc. in Edu., M.A.....	Cleveland
Jerome Jack Seigel, A.B. (Miami University).....	Cleveland
Leon Atkinson Shelton, A.B. (Rio Grande College).....	Dayton
Clifford Allen Straus, B.S. (Richmond College).....	Richmond, Va.
Guy Thompson, B.Sc. in Soc.Adm.....	New Philadelphia
James Carl Turner, B.A.....	Zanesville
Robert Lukehart Weston, A.B. in Com. (Ohio University).....	Canton
Kenneth Irving Wood, B.S. (University of Akron).....	Akron

(Twenty-two candidates)

MASTER OF SCIENCE

Robert Cragin Ball, B.A.....	Worthington
Russell Ivan Bear, B.S. in Edu. (Bowling Green State Normal College).....	Forest
Dorothy Louise Bowers, B.Sc. in Edu.....	Circleville
Glade Blosser Bowman, B.S. (Kent State College).....	Mantua
Charles Leonard Boye, B.A., B.Sc. in Edu.....	Columbus
Ethel Louella Boyer, A.B. (Taylor University).....	Circleville

* Two degrees.

Beryl Catherine Brenaman, B.Sc. in Edu.....	Gahanna
Richard Ensign Brooks, A.B. (Colorado College).....	Colorado Springs, Colo.
Lester Wayne Cramer, B.Sc. in Edu.....	Findlay
Hyp Joseph Dauben, Jr., B.A.....	Columbus
Jason Drexel Dennis, B.A.....	Minerva
Frank Junior Fornoff, A.B. (University of Illinois).....	Mt. Carmel, Ill.
Joseph Wayne Gabel, A.B. (Denison University).....	St. Clairsville
Paul Lester Garvin, B.S. (University of Maine).....	Alfred, Me.
Doris Rosalie Goldman, B.A.....	Columbus
Frank Kinney Harman, B.A., B.Sc. in Edu.....	Felicity
Donald James Henry, B.S. (Otterbein College).....	Westerville
George Frederick Ilg, B.S. (University of California).....	Petaluma, Calif.
Rudolph Milton Isler, B.Sc. in Agr.....	Prospect
Richard Cope Kellar, B.S. in Agr. (Purdue University).....	Wooster
Earle Van Dyke Kinsman, B.S. in E.E. (Massachusetts Institute of Technology).....	Laconia, N. H.
Frances Irene Krausz, B.S. in Edu. (Ohio University).....	Portsmouth
James Malcolm MacQueen, B.A. (The College of Wooster).....	Coshocton
Norman Lampkin Matthews, S.B. (University of Chicago).....	Columbus
Herman Emmett Mattingly, B.A., M.A. (St. Vincent's College).....	Columbus
Robert Ellison McKay, B.A.....	Middleport
William Graydon Myers, B.A.....	Wauseon
Munroe Warren Palestrant, B.A.....	Columbus
William Rufus Piper, B.Sc. in Edu.....	Columbus
Stanley Porter, B.Sc. in Agr.....	Hanover
Elisha Miller Rahn, B.S. (Pennsylvania State College).....	Geigertown, Pa.
Charles Henry Salt, B.S. (Pennsylvania State College).....	Aspinwall, Pa.
Lawrence Huber Seabright, B.Ch.E.....	Columbus
Sidney John Simkins, B.S. in Ch.E. (South Dakota State School of Mines).....	Rapid City, S. D.
George Gordon Stein, Jr., B.A.....	Cleveland Heights
Arnold Barrows Storrs, B.S. (Connecticut State College).....	Torrington, Conn.
Joseph Ward Straley, B.S. in Edu. (Bowling Green State University).....	Paulding
Elizabeth Coplin Swingle, A.B. (Wittenberg College).....	Philo
Merwin Dwight Test, B.S. (Purdue University).....	Cambridge City, Ind.
Irvin Woodrow Wander, B.A. (The College of Wooster).....	Ashland
Booker Taliaferro White, B.S. (West Virginia State College).....	Columbus
Harold Edwin Wilcox, B.A. (Ohio Wesleyan University).....	Troy
Walter Henry Wirkler, B.S. in E.E. (Iowa State College of Agriculture and Mechanic Arts)	Garnaville, Ia.

(Forty-three candidates)

CANDIDATES FOR TWO DEGREES

Rollin William Coyle.....	Batavia
Master of Arts	
Bachelor of Science in Education	
Esther Mildred Cravens, B.A.....	Columbus
Master of Arts	
Bachelor of Science in Education	
Stanley Bright Hare.....	Paris, France
Bachelor of Arts	
Bachelor of Electrical Engineering	
Herman Paul Messmer.....	Columbus
Bachelor of Arts	
Bachelor of Science in Education	
Morris Tepletsky	Columbus
Master of Arts	
Bachelor of Arts	

(Five candidates)

COLLEGE OF AGRICULTURE
ACTING DEAN: LYMAN E. JACKSON

BACHELOR OF SCIENCE
IN AGRICULTURE

Lorain Alden Basinger.....	Columbus Grove
Edward Beck Converse.....	Amlin
Roscoe Richard Daniell.....	Columbus
John Seymour Hirsch.....	Toledo
Fred Petri.....	Kirtland
Daryl Charles Sharp.....	Pleasant Plain
Edward Strickling.....	Lewisville
James Elmer Wallace.....	Fordyce, Ark.

(Eight candidates)

BACHELOR OF SCIENCE
IN HOME ECONOMICS

Florence Lenore Adrian.....	Columbus
Mildred Cleo Bartter.....	Columbia Station
Edna Mae Burtchin.....	Lima
Louise Emma Cook.....	Poland
Elizabeth Juanita Cornett.....	Columbus
Dorothy Dexter.....	Dayton
Dorothy Louise Hartman.....	Troy
Anna Marie Jochman.....	Diamond
Faye Isabelle Knisely.....	New Philadelphia
Luella Elizabeth Mapes.....	Chesterland
Marguerite Elizabeth Mauger.....	Canal Winchester
Claribel Leone Mengert.....	Lucas
Betty Catherine Moore.....	Frazeysburg
Emily Morrison.....	Columbus
Cecelia Mae Pelick.....	Dorset
Alma Blanche Richards.....	Elyria
LaRoux Adair Roebuck.....	Columbus
Ella May Smith.....	Hilliards
Ruth Marguerite Speer.....	Columbus
Alma Frances Tapscott.....	Lima
Vivian Grace Ward.....	Columbus
Frances Jean Williamson.....	Xenia
Grace Laura Wilson.....	Bloomville

(Twenty-three candidates)

COLLEGE OF ARTS AND SCIENCES

DEAN: BLAND L. STRADLEY

BACHELOR OF ARTS WITH HONORS

Dorothy Marian Dobbins (cum laude).....	Warren
Lenora Urith Leach (cum laude).....	Columbus
Clara Judith Rosenberg (cum laude).....	Cleveland
*Morris Tepletsky (cum laude).....	Columbus
John Meredith Weil (cum laude and with Distinction in Chemistry).....	Akron

(Five candidates)

BACHELOR OF ARTS

Oscar Jacob Althaus.....	Bluffton
Edward Milton Billig.....	Youngstown
Floyd Francis Campbell.....	New Straitsville
Genevieve Elizabeth Cincione.....	Columbus

* Two degrees.

Rayl Bartlett Conyers.....	Marion
Stella Theresa Czuba.....	Lorain
Jack Albert Dillahunt.....	Springfield
William Vincent Eckhart.....	Marion, Ind.
John Gene Galluccio.....	Cleveland
Menford Joseph Ginsberg.....	Akron
Roger Madden Gove.....	Urbana
Analee Hanger.....	Ironton
*Stanley Bright Hare.....	Paris, France
Joseph Thurman Hartsook.....	Columbus
Ethel Robinson Helsler, B.Sc. in Edu.....	Unionville Center
Richard Carl Kremer.....	Columbus
Ellis Clay Maier.....	Columbus
*Herman Paul Messmer.....	Columbus
Robert Aloysius Moore.....	Columbus
Herman Honester Morgan.....	Paris, Tex.
Maurice Donald Portman.....	Cleveland
Attilio Da Rin Puppel.....	Bellaire
Philip Chester Rond.....	Columbus
Helen Ross.....	Bridgeport
John Ambrose Ryan.....	Columbus
Joseph Simkin.....	New York, N. Y.
Wilson Pedrick Smith.....	Proctorville
Frank Lester Steahly.....	Portsmouth
George Wayne Steahly.....	Portsmouth
William Norman Tipka.....	Rocky River
Olga Velha.....	Cleveland
Allan Warmington Webb.....	Worthington
Allen Charles Wilson.....	Wellsville

(Thirty-three candidates)

BACHELOR OF SCIENCE
IN JOURNALISM

Jules Benjamin Grad.....	Erie, Pa.
Elizabeth Ann Williams.....	Columbus

(Two candidates)

COLLEGE OF COMMERCE AND ADMINISTRATION
ACTING DEAN: H. H. MAYNARD

BACHELOR OF SCIENCE
IN BUSINESS ADMINISTRATION—WITH HONORS

John Douglas Heaume (with Distinction in Accounting).....	Springfield
Robert Wilson Hetler (with Distinction in Accounting).....	Mansfield
Waldo Lincoln Werner (with Distinction in Accounting).....	Genoa

(Three candidates)

BACHELOR OF SCIENCE
IN BUSINESS ADMINISTRATION

Sidney Abrams.....	New Bedford, Mass.
Harry Gilliam Allen.....	Columbus
Frank Eliot Averill.....	Medina
Margery Charlene Aydelott.....	Columbus
Bernard William Belock.....	Cleveland
Ross Smith Carlson.....	Cleveland
Robert Raymond Daniell.....	Columbus
Anthony Christopher D'Aurora.....	Steubenville
Richard Culbertson Davis.....	Columbus
Robert Thomas Davis.....	St. Clairsville

* Two degrees.

Bernard Joseph Duffy.....	Columbus
Alfred Paul Federman.....	Cleveland Heights
Wilma Rose Getz.....	Girard
Seymour Leonard Golub.....	New York, N. Y.
Paul Frederick Goodwin.....	Youngstown
Stanley Henceroth.....	Columbus
Robert Louis Hoiles.....	Cuyahoga Falls
Charles Gordon Jelliff.....	Mansfield
Adrian Walker Kidney.....	Toledo
Donald William Koegle.....	Newark
Norman Edward Lang.....	Cleveland
William Harold McCoy.....	Columbus
Betty Lee McFarland.....	Portsmouth
Frank Willis McKay.....	Columbus
Thomas Moore Mills.....	Columbus
Donald Gale Moore.....	Columbus
Hubert Clare Overmyer.....	Lindsey
Richard Edgar Phillips.....	Washington, C. H.
William Billings Reed.....	Barnesville
Laddie A. Rehula.....	Cleveland
Edward Roth.....	Youngstown
Thomas Edward Schreick.....	Columbus
Howard Benjamin Seitz.....	Lima
Lawrence Westbrook Sharpe.....	Toledo
Robert Franklin Todd, Jr.....	Croton
Melvin Henry Villhauer.....	Toledo
Edythe Genevieve Warrick.....	Columbus
Robert Keith Williams.....	Columbus

(Thirty-eight candidates)

BACHELOR OF SCIENCE
IN SOCIAL ADMINISTRATION

June Arline Anderson.....	Columbus
Mary Elizabeth Grube.....	Toledo
Margaret Cecelia Hardgrove.....	Columbus
Gwendolyn Singrey Turner.....	Columbus

(Four candidates)

COLLEGE OF DENTISTRY
ACTING DEAN: HARVEY V. COTTRELL

DOCTOR OF DENTAL SURGERY

Robert James Roesser.....	Greenville
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(One candidate)

COLLEGE OF EDUCATION
DEAN: ARTHUR J. KLEIN

BACHELOR OF SCIENCE
IN EDUCATION—WITH HONORS

*Rollin William Coyle (with Distinction).....	Batavia
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(One candidate)

BACHELOR OF SCIENCE
IN EDUCATION

Florence Elva Baker.....	Toledo
Frank Augustine Banyas.....	Cleveland

* Two degrees.

Edith Winifred Bass.....	Columbus
James Nathaniel Beaver.....	Sunbury
Alice Eugenia Benoy.....	Columbus
Donald George Blanchard.....	Cleveland
Donald Harvey Blue.....	Marysville
Clyde S. Bricker.....	Delaware
Margery Janney Brown.....	Bethesda
Inez Grovenor Buscher.....	Columbus
Betty Frances Carter.....	Columbus
Kathleen Avarcen Carter.....	Bowling Green
Eli Chudakoff, B.A.....	Youngstown
Marian Helen Collingwood.....	Findlay
Ruby Cecil Craft.....	Columbus
Walter John Cramer.....	Dayton
*Esther Mildred Cravens, B.A.....	Columbus
Mabel Lucile Crow.....	Cumberland
Marguerite Susie Demarest.....	Columbus
Cecil Derice Denning, A.B. (Berea College, Ky.).....	Columbus
Louis Napoleon DeWitt.....	Columbus
Marguerite Pittman Diggs.....	Columbus
Jeanne Barrett Dirksen.....	Newark
Genevieve Downes.....	Magnolia
Garfield Edwards.....	Columbus
William Surdival Edwards.....	Columbus
Sol Harry Eglin.....	Cleveland
Marjorie Lucile Elliot.....	West Mansfield
Regina Marye Fejes.....	Brookfield
Arthur Fishman.....	Brooklyn, N. Y.
Mary Owen Gold.....	Martins Ferry
Marcelete Burton Gordon.....	Columbus
Faye Glendora Harden.....	Rockford
Esther Rutledge Hardy.....	Fremont
Elizabeth Harpster.....	Thornville
Kathryn Lucille Hattell.....	Youngstown
Dorothy May Heizer.....	Columbus
Mary Virginia Herriff.....	Bowling Green
Russell Charles Hite.....	Hilliards
Margaret Mary Hogan.....	Youngstown
Eleanor Elizabeth Jones.....	Gallipolis
William Fredrick Kaemmerer.....	Columbus
Howard Henry Kane, B.S. in C & F. (University of Dayton).....	Dayton
Elizabeth Dorothy Kralick.....	Youngstown
Margaret Faye Kunze.....	Mt. Gilead
Joseph Anthony La Fratta.....	Columbus
Isabelle Anna Lakin.....	Dayton
Paul Arthur Lerner.....	Cambridge
Catherine Martha Lewis.....	Zanesville
Maude Hanna Liner.....	Toledo
Charles Tod Lucas.....	Plain City
Loma Sophia Mann.....	Galena
Gerald Massie.....	Oak Hill
Eunice Winifred Mayer.....	Shelby
Mary Ellen McAndrews.....	Columbus
*Herman Paul Messmer.....	Columbus
Florence Ruth Meyer, B.A.....	Columbus
Isabelle Mounts.....	Grove City
Frederick Raymond Neel, B.Cer.E.....	Columbus
Evelyn Bernice Osborn.....	Columbus
Martha Frances Pierce.....	Columbus
Evelyn Mildred Pierson, B.Music (Capital University).....	Canal Winchester
Mildred Barbara Pietschman.....	Sandusky
Ethel Emilie Planson.....	Stryker

* Two degrees.

Chester Joseph Porembski, B.S. in Chem., Met. & Cer. (University of Alabama)	Youngstown
Ruth Maxine Riley	Brookfield
Hester Robinson	Pavonia
Maurice Edwin Rowley	Martins Ferry
Marjorie Edith Sanderson	Belle Center
Glenn Everett Scott, A.B. (University of Cincinnati)	Milford
Wallace Allen Scott	Cleveland
Chester S. Sherwood	Columbus
William H. Shier	Hilliards
Stuart Carvalli Shipman	Edison
Ellen Romette Shoemaker	Columbus
Ruth Benneal Sibley	Urbana
Margaret Louise Sisson	Columbus
Katharine Lucille Small	Columbus
Phyllis Leone Snow	Columbus
Herman Lewis Snyder	Cleveland
Eleanor Floriene Spain	North Lewisburg
Carval John Stotts	Columbus
Sara Ruth Swickard	Steubenville
Clarence Everett Taylor	Laings
Mary Louise Thompson	Roseville
Melvin Waddell Walker, B.A. (Wilberforce University); M.A.	Cincinnati
George Raymond Weiler	West Salem
Mildred Bailey Wellman	Portsmouth
Frances Alberta Williams	Cincinnati
Gladys Margaret Wolpert	Columbus
Cecelia Sally Monica Yash	Struthers
Ernest Herbert Ziegfeld	Columbus

(Ninety-three candidates)

BACHELOR OF FINE ARTS

Betty Jane Stalley	Columbus
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(One candidate)

COLLEGE OF ENGINEERING

DEAN: CHARLES E. MACQUIGG

BACHELOR OF CHEMICAL ENGINEERING

Robert Theodore Dinkelaker	Columbus
William Henry Doolan	Columbus
Aaron Gordon	Warren

(Three candidates)

BACHELOR OF ELECTRICAL ENGINEERING

Robert Edwin Beam	Cambridge
Richard Tracy Boswell	Columbus
*Stanley Bright Hare	Paris, France
Joseph Brewster Higley	Ashville
Richard Kneale Kewley	Toledo
Robert John Paoletti	Columbus
Edward Fenton Schuster	Toledo

(Seven candidates)

BACHELOR OF INDUSTRIAL ENGINEERING

Nicholas Joseph Cheper	Dayton
John Edward Faloon	Cleveland
John Lantry Kelley	Mansfield
Adolph Romaca	Urbana

(Four candidates)

* Two degrees.

BACHELOR OF METALLURGICAL ENGINEERING

Walter James Schaefer.....Middletown
(One candidate)

COLLEGE OF MEDICINE

ACTING DEAN: VERNE A. DODD

DOCTOR OF MEDICINE

Flora Ella Scherer, B.S. (The College of Wooster); M.A.....New Philadelphia
(One candidate)

COLLEGE OF PHARMACY

ACTING DEAN: CHARLES L. WILLIAMS

BACHELOR OF SCIENCE
IN PHARMACY

Roy Prescott Hoffman, Jr.....Dayton
George William McClung.....Dayton
George Alexander Neuman.....Windber, Pa.
Louis Morris Rubin.....Columbus
Rupert James Welliver.....Columbus
(Five candidates)

DECEMBER CONVOCATION

GRADUATE SCHOOL

DEAN: GEORGE FREDERICK ARPS

DOCTOR OF PHILOSOPHY

John Otis Everhart, B.Cer.E., Cer.E., M.Sc.....Columbus
Lloyd Emerson Herdle, B.S. (Mount Union College).....Washingtonville
Clyde Allen Hutchison, A.B. (Cedarville College).....Cedarville
Dorothy Bothwell Kohlmetz, A.B. (Oberlin College); M.A.....Cleveland
Kenneth Emory McCloskey, A.B. (Oberlin College); M.Sc.....Lakewood
James Orville Pence, B.S., M.S. (University of Idaho).....Mackay, Idaho
Lynde Charles Steckle, A.B. (Miami University); M.A.....Painesville
Harold Edison Stewart, B.Sc. in Bus.Adm., M.A.....Fredericktown
Wilbur Metellus Tidd, B.A., M.Sc.....Columbus
John Nicholas Wolfe, B.A., M.Sc.....Columbus
Paul Zimpfer, B.S. (Capital University); M.Sc.....Columbus

MASTER OF ARTS

Mary Christine Allen, B.S. in Edu. (Miami University).....Newark
Arthur Berger, A.B. (Cleveland College).....Cleveland
Manuel Brandt, B.A.....Columbus
Russell Paul Brotsman, B.A. (Ohio Wesleyan University).....Barberton
Eloise Ann Carrick, B.A. (Ohio Wesleyan University).....Westerville
Faye Williams Greene, B.S. in Com., B.S. in Edu. (Wilberforce University).....Xenia
Elmer Wayman Hathecock, B.Music (Wittenberg College).....Springfield
Kurt Heydle, A.B. (Miami University).....Youngstown
Virgil Jones, A.B. (Marshall College).....Madison, W. Va.
Alexander Reaves Kerr, B.Sc. in Edu.....Butler
Kaj Anton Kolthoff, B.S. in Edu. (Bowling Green State University).....Pandora
Lewis Harry Landsman, B.Sc. in Edu.....Youngstown
Margaret Barrett McCoy, A.B. (Earlham College).....Wilmington
Milton William McCullough, B.Sc. in Edu.....Felicity

Glenn Emerson Mitchell, B.A.....	Columbus
Harold C. Sauder, B.Sc. in Edu.....	Ravenna
Roy Ellsworth Sinclair, S.B. (Mount Union College).....	Wooster
Walter Stephen Snyder, A.B. (Ashland College).....	Mansfield
Arthur Paul Stokes, B.Sc. in Jour.....	Urbana
Gerhart David Wiebe, A.B. (Doane College).....	Garden City, Kan.
Harry Cletus Winkler, A.B. (Mount Union College).....	New Philadelphia
(Twenty-one candidates)	

MASTER OF ARTS
IN SOCIAL ADMINISTRATION

Alfred Fletcher Hartmann, B.A.....	Byesville
William Neager Thomas, B.Sc. in Edu. (University of Toledo).....	Toledo
(Two candidates)	

MASTER OF BUSINESS ADMINISTRATION

Charles Tseyien Pan, B.A. (St. John's University, China) ; M.A.....	Shanghai, China
Lyle Odell Willhite, B.S. in Edu. (Bowling Green State College).....	Bowling Green
(Two candidates)	

MASTER OF SCIENCE

Charles Percy Bancroft, B.Sc. (Agr.) (MacDonald College of McGill University)	Ste. Anne de Bellevue, Quebec
Edward Alepheld Beidler, B.Ch.E.....	Upper Sandusky
Carson J. Bergert, B.S. (Mount Union College).....	Alliance
Hsi Chieh Cheng, B.A. (Fukien University, China).....	Foochow, China
Lamar Henry Jones, B.Sc. in Agr.....	Cleveland
Lloyd Webster Kennedy, B.S. in Agr. (Purdue University).....	Brazil, Ind.
Emil Kronfeld, B.A.....	Cleveland
Robert Chase McCafferty, B.Sc. in Edu.....	Grandview
Gerald Albert McFarren, B.S. (University of Akron).....	Barberton
Arthur Edwin Mitchell, B.S. (University of New Hampshire).....	Freedom, N. H.
Henry Martin Munger, B.S. (Cornell University).....	Bergen, N. Y.
Paul Anthony Munter, B.A.....	Canton
Frederick Hamilton Norris, B.S. (Otterbein College).....	Westerville
Jane Agnes Ogle, B.Sc. in H.E.....	Crestline
Delbert Daniel Reynolds, A.B. (Marietta College).....	Marietta
Clarence Andrew Woodhouse, D.V.M.....	Columbus
(Sixteen candidates)	

COLLEGE OF AGRICULTURE
DEAN: JOHN F. CUNNINGHAM

BACHELOR OF SCIENCE
IN AGRICULTURE

Ernest Jens Bahnsen.....	Fremont
Robert Matthew Calhoun.....	New London
Harold Kenneth Heizer.....	DeGraff
Richard Namon Hofmaster.....	Fostoria
William Edgar Merkel.....	Mentor
William Julius Richardson.....	Cincinnati
Dale Eldon Snaveley.....	Bellevue
Herman Emmert Stebbins.....	Dayton
S. Herman Todd.....	Akron
John Emanuel Wagenhals.....	East Sparta
Robert Geyer Winters.....	Columbus
(Eleven candidates)	

BACHELOR OF SCIENCE
IN HOME ECONOMICS

Eleanor Graebing Alderman.....	Lisbon
Ruth Cowgill Armstrong.....	Baltimore, Md.
Norma Jeannette Bashore.....	New Madison
Elvira Flora Dicke.....	New Bremen
Katherine Jane Gintzel.....	Toledo
Barbara Scott McCampbell.....	Columbus
Elma Louise McClain.....	Granville
Margaret Lucille Weisend.....	Columbus
Ruth Frances Wertz.....	Columbus

(Nine candidates)

COLLEGE OF ARTS AND SCIENCES

DEAN: BLAND L. STRADLEY

BACHELOR OF ARTS—WITH HONORS

Meyer Berkowitz (cum laude).....	Shaker Heights
Mildred Rosamond Shapiro (cum laude and with Distinction in Chemistry).....	Youngstown

(Two candidates)

BACHELOR OF ARTS

John Cyrus Alston.....	Xenia
John Albert Buchter.....	Cleveland
Wilma Hrabanek Dolezal.....	Cleveland
Margaret Henrietta Geuder.....	Dover
Willard Lee Heckman.....	Edon
Samuel Ray Heffron, Jr.....	Camp Chase
Milton Louis Hughes.....	Columbus
Aurel Edmund Jonas.....	New York, N. Y.
Richard George Klenk.....	Defiance
Frank Gregg Lumbert.....	Columbus
Dorothy Elma McLeod.....	Mansfield
Joseph Robert Pickett.....	Columbus
Charles Robert Robinson.....	Findlay
William Norman Rond.....	Columbus
Hugh E. Webber.....	Oberlin

(Fifteen candidates)

BACHELOR OF SCIENCE
IN JOURNALISM

Frank Russell Anderson.....	Mt. Vernon
Harry E. Burwasser.....	Cleveland
John Rhoslyn Smith.....	Cambridge
Arthur Thomas Turnbull.....	Ironton

(Four candidates)

BACHELOR OF SCIENCE
IN OPTOMETRY

Carl Kugelmass.....	Brooklyn, N. Y.
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(One candidate)

COLLEGE OF COMMERCE AND ADMINISTRATION

DEAN: WALTER C. WEIDLER

BACHELOR OF SCIENCE
IN BUSINESS ADMINISTRATION—WITH HONORS

Everett Leo Hull (with Honors and with Distinction in Accounting).....	Anderson, Ind.
Robert C. Manhart (with Honors and with Distinction in Finance).....	Marion
Ross Myron Trump (with Distinction in Marketing).....	Arcanum

(Three candidates)

BACHELOR OF SCIENCE
IN BUSINESS ADMINISTRATION

Robert Gavin Bell.....	Zanesville
William Victor Brandts.....	Celina
John Frederick Burgy.....	Cleveland
Charles Thomas Campbell.....	Crestline
William Prentice Crandell.....	Maumee
Robert George Frech.....	Columbus
James Rollin Gregg.....	Napoleon
Robert Wilson Griffith.....	Sand Coulee, Mont.
Warren George Hafford.....	Fremont
James Francis Hart.....	Akron
Sam Sheldon Horwitz.....	Columbus
Robert Fredric Husted.....	Conneaut
Willard Alban Jones.....	Columbus
Mary Tappan Mahon.....	Steubenville
Frank Willard Paulus.....	Columbus
William Taylor Penrose.....	Cleveland
Robert Oliver Read.....	Columbus
Roy Richard Reed.....	Columbus
Benjamin Dean Roderick.....	Navarre
Margaret Marion Steiner.....	Lima
John Milton Zieg.....	Columbus

(Twenty-one candidates)

BACHELOR OF SCIENCE
IN SOCIAL ADMINISTRATION

Mary Ann Goldberg.....	Columbus
Mary Elizabeth Linton.....	Bowersville
Thayer Irwin Martin.....	Columbus
Ethelyn Jane Slusser.....	Bellevue
Hilda Mae Wallace.....	Marietta

(Five candidates)

COLLEGE OF EDUCATION

DEAN: ARTHUR J. KLEIN

BACHELOR OF SCIENCE
IN EDUCATION

Begay Tate Benton.....	Columbus
Anna May Burns.....	Columbus
Eliza Rodgers Busenburg.....	Columbus
Esther Mae Bushey.....	Shelby
Eleanor Hodgins Coup, A.B. (Western College).....	Mt. Vernon
Charlene Gilman Cunningham, A.B. (Denison University).....	Toledo
Grace Beatrice Davis.....	Columbus
Walter Thomas Davis.....	Patriot
Severna Marie Deutsch.....	Charleston, W. Va.
Dorothy Virginia Elliott.....	Detroit, Mich.
Laura Ford Ewalt, B.A., M.A. (Ohio Wesleyan University).....	Warren
Martha Jane Forman.....	Youngstown
Freda Elizabeth Gooding.....	Logan
Florence May Grabel.....	Norwich
Marjory Pauline Growdon.....	Columbus
Emil Bradshaw Haney.....	Wheelerburg
Lawrence Eldred Harmon.....	Columbus
Ruth Ullom Herrick.....	Mt. Vernon
Elizabeth Geneva Kilbourne.....	Columbus
Ilaine June Larson.....	Grenora, N. D.
Howard Eugene Long.....	Spencerville
Vivian Morris Marco.....	Bloomington

Mary Alice Mark.....	Westerville
Andrew Joseph Ondrak, B.A.....	Cleveland
Ruth Eleanor Phillips.....	Zanesville
Kenneth Franklin Seitz.....	Cleveland
Edwin Harriman Shuman.....	Richwood
Euradean Stafford.....	Dayton
Paul Duffield Sutley.....	Columbus
Naomi Frech Thomas, A.B. (University of Cincinnati); M.A.....	Cincinnati
Katherine May Treysen.....	Columbus
Tucker Andrew Wallace.....	Columbus
Mary Marjorie Wolfe.....	Pomeroy

(Thirty-three candidates)

BACHELOR OF FINE ARTS

Ann Ellis.....	Columbus
Paul Richard Heimbrod.....	Clarington
Mary Eck Holland.....	Columbus
Evah LaVonne Immel.....	North Lewisburg
Darrel Benawell McDougle.....	Cridersville

(Five candidates)

COLLEGE OF ENGINEERING

DEAN: CHARLES E. MACQUIGG

BACHELOR OF ARCHITECTURE

Cree Stanton Sheets.....	Columbus
Albert Freeman Tynan.....	Columbus

(Two candidates)

BACHELOR OF CERAMIC ENGINEERING

Albert O. Knecht.....	Springfield
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(One candidate)

BACHELOR OF CHEMICAL ENGINEERING

John Blandford Armstrong.....	Columbus
James Burton Braden.....	Columbus

(Two candidates)

BACHELOR OF CIVIL ENGINEERING

Clifford Achatz.....	Van Wert
James Max Borrer.....	Ashville
Fred Vail Courtright.....	Cleveland
Joseph Thomas Maney.....	Conneaut
Robert Corle Moehring.....	Dayton
Robert Samuel Moyer.....	Youngstown
Lewis Harper Skillman.....	Marysville
Richard Dalton Snow.....	Athens
Edward Wolfson.....	Cleveland

(Nine candidates)

BACHELOR OF ELECTRICAL ENGINEERING

Elmore King McCoy, B.S. (Wilmington College).....	Richwood
Leonard Wilbur Richmond.....	Chesterland
Howard Theodore Welser.....	Ashtabula

(Three candidates)

BACHELOR OF ENGINEERING IN MINING

Jack Cashell.....	Columbus
Robert Ferguson Shurtz.....	West Lafayette

(Two candidates)

BACHELOR OF INDUSTRIAL ENGINEERING

Jack Holiday Hochman.....	Dayton
Robert Eugene Miller.....	Uhrichsville
Edward Charles Phelps.....	Columbus
Charles Kinney Pressler.....	Waverly
Robert Fred Wayant.....	Asheville, N. C.

(Five candidates)

BACHELOR OF LANDSCAPE ARCHITECTURE

Robert Duncan Sipprell.....	Columbus
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(One candidate)

BACHELOR OF MECHANICAL ENGINEERING

Clement William Harshbarger.....	Columbus
Clyde Hartley Shuttleworth.....	Columbus
William Stanley Truman.....	Sandusky

(Three candidates)

BACHELOR OF METALLURGICAL ENGINEERING

Robert Roman Baclawski.....	Cleveland
Arthur Bale Haven.....	Columbus
Albert Wesley Hoge.....	Canton
Benjamin Keidansky.....	Cleveland
Frank John Pryatel.....	Cleveland
Max Ted Triger.....	Canton

(Six candidates)

COLLEGE OF PHARMACY

DEAN: CLAIR A. DYE

BACHELOR OF SCIENCE
IN PHARMACY

Hugh Stubbs Hedrick.....	Bainbridge
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(One candidate)

MARCH CONVOCATION

GRADUATE SCHOOL

DEAN: GEORGE FREDERICK ARPS

DOCTOR OF PHILOSOPHY

John Stein Caldwell, B.Sc. in Agr., M.Sc.....	Circleville
Charles Leander Hill, A.B., B.D., S.T.M. (Wittenberg College).....	Urbana
Joseph Sandy Himes, Jr., A.B., A.M. (Oberlin College).....	Cleveland
Clayton Darius Hutchins, B.A., B.Sc. in Edu., M.A.....	Columbus
John Henry Koenig, B.Ch.E., Ch.E., M.Sc.....	Columbus
Edward Lawrence Pross, B.Sc. in Edu., B.A., M.A.....	Chillicothe
Louis Dale Rodabaugh, A.B. (Miami University); M.A.....	Oxford
Frank John Roos, Jr., Ph.B. (University of Chicago).....	Athens

(Eight candidates)

MASTER OF ARTS

Juanita Drusila Davis, B.Sc. in Edu.....	Columbus
John Garber Drushal, A.B. (Ashland College).....	Ashland
Marcella Rosaline Gaeb, B.Sc. in Edu.....	Norwood

Laverne David Geiger, A.B. (Bluffton College).....	Pandora
Dan Burns Haber, A.B. (Ohio Northern University).....	Greenville
John Kenneth Kinneer, B.S. in Edu. (Ohio University).....	Buchtel
Trola Lenore McCurdy, A.B. (Ohio Northern University).....	Ada
Virginia Dare McGilliard, A.B. (Miami University).....	Hartwell
Donald James McNassor, A.B. (University of Denver).....	Columbus
Carl David Mead, Jr., B.Sc. in Edu.....	Cadiz
Virgil Bernard Moffett, A.B. (Wittenberg College).....	Lucas
Edna Geraldine Ramseyer, A.B. (Bluffton College).....	Bluffton
John William Reynard, B.A. (Muskumung College).....	Cadiz
Maynard Rogers, A.B. (University of Cincinnati).....	Glendale
Clarence Crump Ross, Jr., B.A.....	Columbus
Hyman Roudman, B.A.....	Cleveland
Fred Floyd Sayre, Litt.B. (Grove City College).....	Conneaut
Nellie Murphy Willis, B.A.....	Toledo
Z-tsung Wo, B.A. (St. John's University, China).....	Shanghai, China
(Nineteen candidates)	

MASTER OF ARTS
IN SOCIAL ADMINISTRATION

Joseph Herbert Bishop, B.Sc. in Soc. Adm.....	Columbus
Clifford Carlyle King, B.Sc. in Soc. Adm.....	Columbus
(Two candidates)	

MASTER OF BUSINESS ADMINISTRATION

Paul Louis Weller, B.A.....	Cuyahoga Falls
(One candidate)	

MASTER OF SCIENCE

David Frederick Allmendinger, B.S. in Agr. (Washington State College).....	Wenatchee, Wash.
Robert Smith Armstrong, B.S. in Ch.E. (Ohio Northern University).....	Delphos
Esther Louise Blake, B.S. (Montana State College).....	Grass Range, Mont.
Paul Sylvester Cecil, B.Cer.E.....	Columbus
Tien Hsi Cheng, B.S. (Fukien Christian University); B.Ph. (Dickinson College).....	Foochow, China
James Robert Douglas, B.S. in Agr. (Purdue University).....	West Lafayette, Ind.
Carolyn Hoiles Hilles, A.B. (Mount Union College).....	Alliance
George Baisden Hughey, B.S. in Ch.E. (Alabama Polytechnic Institute).....	Pensacola, Fla.
Charles Warnock Proudft, B.A.....	Cambridge
John Francis Quirk, B.Cer.E.....	Columbus
Frances Maxine Whiteside, B.A.....	Youngstown
Tse Kao Wu, B.S. in Ch. (Hangchow College, China).....	Hangchow, China
Floyd Edward Yarnall, B.A. (Marietta College).....	Beverly
(Thirteen candidates)	

COLLEGE OF AGRICULTURE

DEAN: JOHN F. CUNNINGHAM

BACHELOR OF SCIENCE
IN AGRICULTURE

Elbert Lewis Agnew.....	Poland
Donald Charles Barlow.....	Hudson
Ferd Reber Bright.....	Lancaster
Robert Henry Broedel.....	Marietta
John Curtis Craig.....	Galion
Louis Earl Cryder.....	Kingston
Russell Kenneth Dafer.....	Farmersville
George William Dew.....	Barnesville
Ray Emerson Diller.....	Orrville
Elbert Wayne Dugan.....	Youngstown

Alfred Wheeler Ellis.....	Wilmington
John Louis Gasteier.....	Milan
Edward Allan Green.....	Thompson
Virgil Glenn Hamilton.....	Hillsboro
Roy Alexander Hartley.....	Cleveland
Joseph Gustavuss Katzenberger.....	Greenville
Howard Ward Kunkle.....	Springfield
Joseph Gordon Leeder.....	Columbus
Edward Harvey Marxen.....	Carnegie, Pa.
Charles Theodore Meyer.....	Brookville
Joseph Atlee Miller.....	North Canton
Raymond Stanley Mills.....	Haviland
James Edmonde Milroy.....	Huntsville
Richard Earl Needham.....	Westerville
Paul Henry Pontius.....	North Canton
Mervin Louis Ransom.....	Berlin Heights
Gordon Perry Rathbun.....	Clyde
James Edward Rimelspach.....	Fremont
George William Schneider.....	East Canton
Robert Carl Seeds.....	Hilliards
John Lowell Shepherd.....	Morristown
Dwight Keetch Springer.....	Jeromesville
Bernard Elmo Swisher.....	Findlay
Russell Book Terrell.....	New Vienna
Fred Carr Yoder, Jr.....	Minerva

(Thirty-five candidates)

BACHELOR OF SCIENCE IN HOME ECONOMICS

Lillian Rebecca Bope.....	Newark
Lois Emmagene Curtiss.....	Dennison
Helen Morris Ellis.....	Highland
Velma Elizabeth Vizedom.....	Hamilton

(Four candidates)

COLLEGE OF ARTS AND SCIENCES

DEAN: BLAND L. STRADLEY

BACHELOR OF ARTS—WITH HONORS

Margaret Farber (summa cum laude).....	Mansfield
Louis Augustus Gleitsman (summa cum laude).....	Akron
Robert Allan Harper (cum laude).....	Dayton
Seymour Kirsch (summa cum laude).....	Brooklyn, N. Y.
Lillian Marks (summa cum laude).....	Columbus
Dorothy Vicars Omundson (cum laude).....	Columbus
Palmer Blaine Stickney (summa cum laude with High Distinction in Chemistry).....	Columbus
Charlotte Sara Straus (cum laude).....	Cleveland
Anne Croft Turner (cum laude).....	Columbus
William Townsend Weitzel (cum laude).....	Washington, D. C.

(Ten candidates)

BACHELOR OF ARTS

Else Barasch.....	Berlin, Germany
Alice Wheeler Becker.....	Columbus
Benjamin Berger.....	Cleveland
Leslie Thomas Brown.....	Toledo
Ellouise Bundy.....	Cambridge
Alfred William Cherry.....	Collingswood, N. J.
Marmaduke Raymond Clark, Jr.....	Columbus
Jean Elizabeth Cochran.....	Columbus

William Lee Davis.....	Columbus
Robert Paul Fischer.....	Columbus
Helen Mary Fox.....	Cleveland
Margaret Elizabeth Grieser.....	Springfield
Phyllis Elizabeth Hansberger.....	Columbus
Ernest Weldon Harbaugh.....	Millersburg
Jean Wolcott Helpbringer.....	Marion
John Richard Herron, Jr.....	Cincinnati
Isaac Jolles.....	Middletown
Carminc Rocco Linsalata.....	Orrville
Sidney Milton Lobe.....	Cleveland
Berneice Jean Long.....	Lancaster
Marjory Smith Macon.....	Reynoldsburg
Mary Ann Reeder.....	Columbus
Stanley Richland.....	Cleveland
Harry Edward Risher.....	Leetonia
Joseph Negley Schaeffer.....	Dayton
Samuel Jack Solomon.....	Cleveland
Heratio Adolph Spector.....	Ironton
Francis Bailey Taber.....	Columbus
Gerard Walter Thomas.....	Columbus
Mary Choate Thurston.....	Portsmouth
John Raymond Tibbs.....	Monclair, N. J.
Samuel William Waisbrot.....	Canton
Guy Stuart Wells.....	Wellington
William Moore Wells.....	Columbus
George Frederick Wheeler.....	Columbus
Heber Delmar Yoder.....	Wooster
Beverly Anthony Zolezzi.....	Indianapolis, Ind.

(Thirty-seven candidates)

BACHELOR OF SCIENCE IN JOURNALISM

Robert Louis Schiele.....	Put-in-Bay
William Curtis Sullivan.....	New Philadelphia
Nathan R. Zahm.....	Cleveland

(Three candidates)

COLLEGE OF COMMERCE AND ADMINISTRATION

DEAN: WALTER C. WEIDLER

BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION

Frederick Orrin Bannigus.....	Columbus
Richard Virgil Bowser.....	Paden City, W. Va.
Muriel Jean Cornelius.....	Cleveland
Elizabeth Florence Davidson.....	Columbus
Alta Margaret Duffy.....	Lakewood
Frank Eugene Hammond.....	Wooster
Vernon James Heffron.....	Cleveland
Warner David Knight.....	Niles
Eu Sung Liu.....	Shanghai, China
Kenneth Adelbert Peirce.....	Toledo
Maurice Avron Rice.....	Detroit, Mich.
Alfred Brandt Schirm.....	Canal Winchester
Ralph Beach Short.....	Archbold
Steven George Steffens.....	Dayton
Carl Isaac Winner.....	Cleveland Heights

(Fifteen candidates)

BACHELOR OF SCIENCE
IN SOCIAL ADMINISTRATION

Warren Barrett Goodwin.....	Youngstown
Hibbard Lamkin.....	Youngstown
Wayward Eugene Richardson.....	Columbus
Helen Dorothy Slovensky.....	Cleveland
Charlotte Spindelman.....	Rochester, N. Y.

(Five candidates)

COLLEGE OF DENTISTRY
ACTING DEAN: WILLIAM C. GRAHAM

DOCTOR OF DENTAL SURGERY

John Herbert Srigley, A.B. (Ohio University).....	Athens
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(One candidate)

COLLEGE OF EDUCATION
ACTING DEAN: HARVEY H. DAVIS

BACHELOR OF SCIENCE
IN EDUCATION

Helen Paula Alkire.....	Columbus
Virginia Herberta Bagent.....	Columbus
Raymond Arthur Brighton.....	Peterborough, N. H.
Robert Owen Buntz.....	Wauseon
Melvin Budd Cox.....	Columbus
Dorothy Anne Gudenkauf.....	Sidney
Kenneth Melvin Hazen, B.A.....	Columbus
Edith Bourdette Hendrix, B.A.....	Columbus
Robert Richard Kasin.....	Islip, N. Y.
Vernon Edison Kintner.....	Sherwood
Laura Ethel Kunkle.....	Kunkle
Laura Rose Maxwell.....	Hicksville
John Kelly McCreery.....	Columbus
Eleanor Miller.....	Cleveland Heights
Mary Felicia Perrero.....	Columbus
Margie Ann Plummer.....	Columbus
Ruth Anna Read.....	Westminster
Clarence Emerson Reeder.....	Springfield
William Edward Rigel.....	Sherwood
Earl Allen Roth.....	Elmira
Woodrow Christian Sherer.....	Navarre
Leon Slavin.....	Youngstown
Morris Slavin.....	Youngstown
Mabel Elsie Smith.....	Unionville Center
Ruth Anna Zimmerman.....	Columbus

(Twenty-five candidates)

BACHELOR OF FINE ARTS

Frederick Kirkwood Griffin.....	Pataskala
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(One candidate)

COLLEGE OF ENGINEERING

DEAN: CHARLES E. MACQUIGG

BACHELOR OF ARCHITECTURE

Irvin Earnest Hamilton.....Dayton
(One candidate)

BACHELOR OF CERAMIC ENGINEERING

Charles Bernard Tauber.....Catlettsburg, Ky.
(One candidate)

BACHELOR OF CHEMICAL ENGINEERING

David Clark Hale.....Upper Sandusky
Merle Earnest Wendt.....Middletown
Robert Edward Zulandt.....Zanesville
(Three candidates)

BACHELOR OF CIVIL ENGINEERING

Kenneth George Phillips.....Cleveland
(One candidate)

BACHELOR OF ELECTRICAL ENGINEERING

Andrew Lewis Hammerschmidt.....Medina
(One candidate)

BACHELOR OF ENGINEERING IN MINING

Robert Chester Hall.....Peoria
Ernest Carl Houck.....Columbus
(Two candidates)

BACHELOR OF INDUSTRIAL ENGINEERING

William Edwin Croysdale.....Youngstown
Frank Tarleton Geyer.....Columbus
Robert Watt McAllister, Jr.....East Fultonham
(Three candidates)

BACHELOR OF LANDSCAPE ARCHITECTURE

Zophar Paul Warner.....Willoughby
(One candidate)

BACHELOR OF METALLURGICAL ENGINEERING

Robert James Flanagan.....Niles
Alvin Victor Lang.....Youngstown
Joseph Patrick Walsh.....Youngstown
Robert Eugene Zell.....Columbus
(Four candidates)

BACHELOR OF SCIENCE IN PHYSICS

Charles Caldwell Cooke.....Huntsville
(One candidate)

COLLEGE OF PHARMACY

BACHELOR OF SCIENCE
IN PHARMACY

Merrill Edwin Elliott.....Jackson
Karl K. Greenberg.....Cleveland
Stanley Eugene Hayman.....Hubbard
Edwin Lee Willbarger.....Columbus
(Four candidates)

JUNE CONVOCATION GRADUATE SCHOOL

DEAN: GEORGE FREDERICK ARPS
DOCTOR OF PHILOSOPHY

Edward Robert Abernathy, B.A., M.A.	Columbus
Floyd Dewey Amner, A.B. (Colgate University); M.A. (Denison University)	Granville
Dwight Lester Arnold, A.B. (Otterbein College); M.A.	Westerville
Edward Charles Campbell, B.S. (University of Michigan)	Rockville Center, N. Y.
Charles Edward Frank, B.S. (Pennsylvania State College); M.Sc.	Vandergrift, Pa.
Robert Homer Hilliard, B.A., B.Sc. in Edu., M.A.	Laurelville
Dwight Burris Ireland, B.A., M.A.	Columbus
Lloyd Marvin Joshel, B.S. in Chem. (University of Illinois)	Geneva, Ill.
Everett John Kircher, B.A. (University of Wisconsin); M.A.	Appleton, Wis.
Frederick Karl Kirchner, B.A. (Maryville College); M.S. (University of Tennessee)	

New York, N. Y.

Alma Nease Noble, A.B. (Wittenberg College); A.M. (Columbia University)	Columbus
Robert Dean Patton, B.Sc. in Bus. Adm., M.A.	Columbus
James Alexander Peoples, Jr., B.A., M.S. (Vanderbilt University)	Asheville, N. C.
Richard Randall Priddy, B.S. in Edu. (Ohio Northern University)	Van Wert
Lloyd Louis Ramseyer, A.B. (Bluffton College); M.A.	Heyworth, Ill.
Robert John Reid, B.A., M.Sc.	Galion
Harry James Russell, B.A. (Brigham Young University); M.A.	Columbus
John Richard Schaeffer, B.S. (University of Illinois)	Belvidere, Ill.
George Yukio Shinowara, A.B. (Wittenberg College); M.A.	Tokyo, Japan
James Kinley Skipper, B.A., M.A.	Columbus
Paul William Stansbury, B.S. (Wesleyan University); M.A.	Toledo
Harry Merwyn Weaver, B.A., M.Sc.	Lancaster
James Francis Whelan, A.B., A.M. (Gonzaga University); A.M. in Edu. (St. Louis University)	New Orleans, La.

(Twenty-three candidates)

MASTER OF ARTS

Edna Harriet Aladovich, B.S. (Simmons College)	Haverhill, Mass.
Stuart Whitman Allen, B.A.	Cleveland
Ester Clara Amstutz, B.A. (The College of Wooster)	Rittman
Else Barasch, B.A.	Berlin, Germany
Hazel Viola Barngrover, A.B. (Otterbein College)	Mt. Healthy
*Maude Crawford Blackwood, B.Fine Arts	Columbus

* Two degrees.

Virginia Ruth Bone, B.Sc. in Edu.	Columbus
Alice Elaine Brown, B.A. (University of Denver)	Cleveland
Alzada Singleton Buford, B.S. (Wilberforce University)	Columbus
Frieda Busch, B.Fine Arts	Columbus
George Washington Carter, B.Sc. in Edu.	Columbus
Chester John Cavallito, B.Sc. in Chem. (Rutgers University)	Woodbridge, N. J.
Mary Elizabeth Chapman, A.B. (Ohio University)	Pomeroy
Robert Morris Coffin, B.A. (University of New Mexico)	Columbus
Ruth Joy Corcoran, B.A.	Dayton
Leona Rubinstein Davis, B.A.	Columbus
Joseph Homer Davison, B.Sc. in Edu.	Lima
Marguerite Susie Demarest, B.Sc. in Edu.	Columbus
Ruth Dixon, B.A. (University of Wyoming)	Westerville
Allen Louis Edwards, A.B. (Central Y.M.C.A. College, Chicago)	Chicago, Ill.
Victor A. Elconin, B.Sc. in Jour.	Cleveland
John David Erb, A.B. (Ashland College)	Smithville
Lawrence A. Evans, A.B., B.S.Music (Bluffton College)	Celina
*Charles William Forman	Columbus
Byron Ralph Foucht, A.B. (Heidelberg College)	Glenford
Miriam Rowena Frasch, B.S. (Saint Lawrence University)	Columbus
Janet Gates, B.Sc. in Edu.	Columbus

* Two degrees.

Willis Dale Gilkey, B.A.	.....Alliance
Muriel Carrie Goen, B.Sc. in Edu.	.....Columbus
Theron Denver Green, A.B. (Wittenberg College)	.....Columbus
Ronald Riley Greene, B.A. (Muskingum College)	.....Washington C. H.
Reuben Everett Groves, B.Sc. in Edu.	.....Columbus
Loren S. Hadley, A.B. (Wilmington College)	.....Newark
Joyce Garda Harriman, A.B. (Berea College)	.....Columbus
Alvin Paul Hilgeman, A.B. (Heidelberg College)	.....Columbus
Lois Mary Bernadine Hilgeman, A.B. (Heidelberg College)	.....Columbus
Emanuel Jay Howenstine, III, A.B. (Miami University)	.....Elyria
Hanby Rachel Jones, B.Fine Arts	.....Westerville
Elmer John Joseph, A.B. (Manchester College)	.....Elida
Robert Myron Kincaid, A.B. (Denison University)	.....Crooksville
Agnes Louise Kircher, B.S. (University of Wisconsin)	.....Columbus
Ethel Mae Leazenbee, B.Sc. in Edu.	.....Plain City
Lena Armstrong Lewis, A.B. (Lindenwood College)	.....Columbus
Ida Livingston, B.Sc. in Edu.	.....Columbus
Leo Madow, A.B. (Cleveland College)	.....Cleveland Heights
Phyllis Irene Martin, B.Sc. in Edu.	.....Columbus
George Dewey McDowell, B.A. (Muskingum College)	.....Circleville
Orin Guilford McGlone, B.Sc. in Edu.	.....Ashville
Christine Harrison McGuire, B.A. (Muskingum College)	.....New Concord
John Robert Miles, A.B. (Miami University)	.....Bellefontaine
Frederick William Miller, B.A.	.....Troy
James Franklin Miller, A.B. (Huntington College)	.....Millersport
Herman Molish, A.B. (Temple University)	.....Philadelphia, Pa.
Robert William Montgomery, B.School Music (New England Conservatory of Music)	.....Tiffin
Kenneth Edward Newland, A.B., B.S. in Music (Bluffton College)	.....Columbus
Carolyn Siferd Niswonger, B.Sc. in Edu.	.....Wapakoneta
Craven Donald O'Donnell, B.A.	.....Columbus
Mary Lillian Palmer, B.A.	.....Columbus
Horace Wilbur Pelton, B.S. in Edu. (Bowling Green State College)	.....Bloomdale
Allen Marsden Phail	.....Whitestone, N. Y.
Elmer Johnson Porter, B.A.E. (The Art Institute of Chicago)	.....Richmond, Ind.
Dale Curtis Powell, B.Sc. in Edu.	.....Columbus
Gerald Howard Read, A.B., B.S. in Edu. (Kent State University)	.....Akron
Harold Eugene Reynard, B.A., B.Sc. in Edu.	.....Columbus
Florence Wood Richardson, B.Fine Arts (University of Washington)	.....Columbus
Verna Virginia Riley, A.B. (Ohio University)	.....Marietta
William Ezekial Robins, B.A.	.....Columbus
Mary Catherine Ruff, B.Sc. in Bus.Adm.	.....Lancaster
Donald Gale Sahli, B.Sc. in Edu.	.....North Lima
Gabriel Anna Schaefer, B.Sc. in Edu.	.....New Bremen
Julius Schreiber, B.S. in Edu. (University of Idaho)	.....Cleveland
Mildred Been Shapiro, B.A.	.....Youngstown
Harry Hutchison Shaw, B.Fine Arts	.....Akron
Eloise Pearce Sibley, A.B. (Beaver College)	.....Cleveland
Robert William Silverthorn, A.B. (Ohio Northern University)	.....Forest
Todd Sterling Simon, A.B. (Cleveland College)	.....Cleveland Heights
Marion Rion Simpson, B.A. (Ohio Wesleyan University)	.....Columbus
James William Skelton, B.Sc. in Edu.	.....Coshocton
Russell Charles Slutz, B.S. in Edu. (Kent State University)	.....Navarre
Herbert Levere Snapp, B.Sc. in Agr.	.....Columbus
Edmund Osborne Starbuck, B.A.	.....Yellow Springs
Albert Campbell Steece, Jr., A.B. (Princeton University)	.....Columbus
Alice Lynch Stone, B.Sc. in Edu.	.....Toledo
James Finley Swearingen, B.S. (Ohio Northern University)	.....Columbus
Hewitt Stanhope Toney, B.Sc. in Edu.	.....Columbus
Amos Turk, B.S. (The College of the City of New York)	.....New York, N. Y.
Everard Ulrey, B.S. (Otterbein College)	.....Galena
Joseph Francis Vincent, B.S. (Alabama Polytechnic Institute)	.....Birmingham, Ala.
Wayne Doran Wardwell, B.A.; Th.B. (Lane Seminary)	.....Cincinnati
Kenneth Forrest Weimer, B.S. in Edu. (Wilmington College)	.....Gahanna

Stanford Alexander Weiss, B.A.	Cleveland
M. Kimball Wiles, B.S. in Edu. (Miami University)	Decatur
Matilda Elisabeth Williams, A.B. (Michigan State College of Agriculture and Applied Science)	Detroit, Mich.
George Ruble Woolfolk, B.A. (Louisville Municipal College for Negroes)	Louisville, Ky.
Dorothy Wurst, A.B. (DePauw University)	East Chicago, Ind.
Harold Emerson Younkman, A.B. (Ohio Northern University)	Lafayette
(Ninety-six candidates)	

MASTER OF ARTS
IN SOCIAL ADMINISTRATION

William Kenneth Curfman, B.Sc. in Soc. Adm.	Columbus
Robert Abraham Lightburn, B.Sc. in Bus. Adm.	Crestline
Francis Strapp, B.A.	Columbus
(Three candidates)	

MASTER OF SCIENCE

Frederic Robert Ainslie, B.S. (E.E.) (Michigan State College)	Grand Lodge, Mich.
Jesse Lee Amsbaugh, B.Sc. in Agr.	Sullivan
Carroll Zachary Berman, B.S. (University of South Carolina)	Passaic, N. Y.
Herbert George Berry, B.S. (Alfred University)	Sea Cliff, N. Y.
Anna Marie Bianchi, B.A.	Akron
Joseph Henry Brancamp, B.S. (in L.A. & Med.) (University of Cincinnati)	Norwood
Howard William Brody, B.Sc. in Agr.	Geneva
Martha Elma Carr, B.S. (Mount Union College)	Alliance
Willis Edmund Chase, B.S. (Cornell University)	Columbus
Sara Elizabeth Cheek, B.A.	Columbus
Richard Amos Clark, B.S. (University of Akron)	Akron
Clare Olin Ewing, Jr., B.Ch.E.	Columbus
Lewis Mansfield Ewing, B.S. (Waynesburg College)	Waynesburg, Pa.
Charles Francis Fell, B.S. (United States Military Academy)	Toledo
Warren Biart Felter, Jr., B.S. (Alfred University)	Bogota, N. J.
Lorenzo Garcia-Hernandez, B.S. in Agr. (University of Puerto Rico)	Gurabo, P. R.
Charles William Gaylord, B.Ch.E.	Columbus
Paul Wesley Hartsook, B.Sc. in Agr.	Worthington
Robert Clark Headington, A.B. (Kenyon College)	Mt. Vernon
Ernest Paul Heiby, B.Sc. in Agr.	Fort Recovery
Robert Clifton Hesselbart, B.S. (University of Toledo)	Sylvania
Fletcher Pollard Jaquess, B.S. in Agr. (Purdue University)	Evansville, Ind.
Karl Myron Kahler, B.Sc. in Agr.	Westerville
Julius Siland Katz, D.V.M.	Bridgeport, Conn.
William Frank Linn Kieffer, B.A. (The College of Wooster)	Llanerch, Pa.
Atton William Knisely, B.A. (Ohio Wesleyan University)	Ravenna
Katherine Margaret Magill, B.A., B.Sc. in Edu.	Columbus
George Nelson Packard, B.Sc. in Physics	Ossining, N. Y.
Howard Thornton Pyle, A.B. (University of Missouri)	Columbus
Herbert Racoff, D.V.M. (New York State Veterinary College)	Bronx, N. Y.
Percy Lehr Rider, B.Sc. in Agr.	Grove City
Sloan Davis Robertson, B.E.E. (University of Dayton)	Dayton
Louis Edward Ruidisch, B.Ch.E.	Toledo
Paul Jacob Shipe, B.S. (Muskingum College)	Plain City
Earl Francis Shumaker, A.B. (Defiance College)	Defiance
Wilford Harold Thomas, B.A.	Columbus
Gertrude Arlene Van Sickle, A.B. (Otterbein College)	Cardington
Arnold B. Wagner, B.A. (Culver-Stockton College)	Pittsburgh, Pa.
Helen Marquardt Williams, B.A.	Columbus
*Harold Franklin Wise	Findlay
Paul Joseph Zwerman, B.Sc. in Agr.	Kimball
(Forty-one candidates)	

* Two degrees.

PROFESSIONAL DEGREES

DOCTOR OF VETERINARY MEDICINE

Oscar Victor Brumley (as of the Class of 1897).....Columbus
(One candidate)

COLLEGE OF ENGINEERING

DEAN: CHARLES ELLISON MACQUIGG

AGRICULTURAL ENGINEER

Truman Edward Hienton, B.Sc. in Agr., 1921.....Lafayette, Ind.
(One candidate)

CERAMIC ENGINEER

Thomas Moore Arnold, B.Cer.E., 1925.....Cincinnati
Kenneth Edward Buck, B.Cer.E., 1926.....Philadelphia, Pa.
Edward Burkhalter, B.Cer.E., 1925.....Spokane, Wash.
Frank Burton Carter, B.Cer.E., 1927.....Tiffin
Paul Frances Collins, B.Cer.E., 1927.....Columbus
Harry David Foster, B.E., 1920, B.Cer.E., 1931.....Massillon
Hobart McKinley Kraner, B.Cer.E., 1921.....Bethlehem, Pa.
Pyungtoo William Lee, B.A. (Ohio Wesleyan University), 1919; M.Sc., 1922.....Chicago, Ill.
Robert Wesley MacDonald, B.Cer.E., 1926.....Wheeling, W. Va.
Lester Micheal Merritt, B.Cer.E., 1918.....New York, N. Y.
Louis Edward Nordholt, B.Cer.E., 1927.....Nashville, Tenn.
James Gordon Phillips, B.A., 1921, M.Sc., 1924.....Ottawa, Ont.
Victor Jerome Roehm, B.Ch.E., 1920.....Sebring
Harold Ellis Simpson, B.Cer.E., 1925, M.Sc., 1926, Ph.D., 1929.....Pittsburgh, Pa.
(Fourteen candidates)

CHEMICAL ENGINEER

Thomas Alvin Boyd, B.Ch.E., 1918.....Detroit, Mich.
Leo Henry Brandt, B.Ch.E., 1929.....Philadelphia, Pa.
Henry Francis Palmer, Jr., A.B. (Dartmouth College), 1921; M.Sc., 1922, Ph.D., 1925.....Akron
(Three candidates)

CIVIL ENGINEER

Charles Winsor Allen, B.C.E., 1929.....Columbus
Delbert Carl Sprau, B.C.E., 1920.....Pittsburgh, Pa.
(Two candidates)

ELECTRICAL ENGINEER

Frank Aldrich Teach, B.E.E., 1921.....Columbus
(One candidate)

ENGINEER OF MINES

John Willard Buch, B.E.M., 1923.....State College, Pa.
(One candidate)

MECHANICAL ENGINEER

Paul Frederick Lockett, B.M.E., 1932.....Newark
(One candidate)

COLLEGE OF LAW

DEAN: HERSCHEL W. ARANT

JURIS DOCTOR

Charles Waldemar Ebersold, Jr., B.A.....	Columbus
Charles Louis Gramlich, A.B. (Marietta College).....	Marietta
Charles Craig Smith, B.A.....	West Jefferson
Roland Arthur Zachman, B.A.....	Perrysburg
(Four candidates)	

BACHELOR OF LAWS

Carl Abramovitz, B.A. (Youngstown College).....	Youngstown
George Edward Bailey.....	Marion
Helen Marilyn Blank.....	Toledo
Richard Theodore Boehm.....	Columbus
Robert Howe Bush, A.B. (West Virginia University).....	Steubenville
Joseph Francis Carr.....	Columbus
John Lindsay Catlett, B.A.....	Wellsville
George William Cole.....	Springfield
Herbert Copland, B.A.....	Cleveland Heights
William Thomas Creme, A.B. (University of Akron).....	Akron
William Scott Culp, B.A.....	West Jefferson
Jack Grant Day, B.Sc. in Bus.Adm.....	Columbus
Willis Riley Deming, B.A.....	Columbus
Frank Tilden Dore, Jr.....	Tiffin
Richard Maurice Dore, B.A.....	Tiffin
William Miller Drennen, B.Sc. in Bus.Adm.....	Columbus
Virginia Wier Ellenwood, B.A. (The College of Wooster).....	Wooster
Howard Elliott Faught.....	Cambridge
Alfred LeVan Fitch, A.B. (Miami University).....	Wellsville
Leonard Peter Franks, B.A.....	Cleveland
Robert Arden Fries, B.S. (University of Wisconsin).....	Bowling Green
Earl Paddock Gaar.....	Eaton
Joseph R. Garber.....	Dayton
Lauren Avery Glosser, B.A., M.A.....	Upper Sandusky
Walter William Grelle, B.A.....	Columbus
Henry Alexander Herbruck.....	Canton
Richard George Herndon, B.Sc. in Bus.Adm.....	Mt. Pleasant
Cyrus Gene Jaffee, B.Edu. (University of Toledo).....	Toledo
William Harry Janes.....	Gallipolis
Victor Alvin Ketcham, Jr., B.A.....	Columbus
Ralph Logan Kinsey, B.A. (The College of Wooster).....	Uhrichsville
Maurice James Leen, Jr.....	Dayton
Robert Wilson Lett.....	Ashland
James Arlington Martin, B.Sc. in Bus.Adm.....	Toledo
Richard Daniel McCann, B.A.....	Columbus
Catherine Gertrude McGuire, B.A.....	Toledo
Doris Eileen Messer.....	Portsmouth
Edward Raymond Moreheart, B.A.....	Carroll
Dwight Hoyt Morehead, B.A., M.A.....	Columbus
John Frick Newcomb, B.A. (Ohio Wesleyan University); A.M. (Columbia University).....	Athens
Clyde Crowell Patterson, B.A.....	Leetonia
George McClellan Pryor.....	Columbus
*Dominic Phillip Renda.....	Steubenville
Robert Godfrey Rosenberg.....	Marion
Albert Frederick Schwartz, A.B. (University of Akron).....	Akron
John Woodrow Shindoler, B.A. (Ohio Wesleyan University).....	Delaware
Gilbert Donald Siegel, B.Sc. in Bus.Adm.....	Columbus
Joseph Arthur Siegel.....	Maumee
G. Edward Smart, B.A.....	Toledo

* Two degrees.

Ivan Leslie Smith, B.A.....	Akron
LaVerne Bernell Solsberry.....	Columbus
Joseph Robert Swartz, B.M.E.....	Findlay
John Warner Tanner.....	London
Delbert L. Tedrick, B.A.....	Cambridge
Franklin Bruce Theobald, B.S. (The College of Wooster).....	Napoleon
Robert White Vandemark.....	Elyria
Oatfield W. Whitney, Jr.....	Sunbury
John Chesley Williams, A.B. (University of Illinois).....	Charleston, W. Va.
Philip Joseph Wolf, B.A.....	Bellevue

(Fifty-nine candidates)

COLLEGE OF MEDICINE

ACTING DEAN: ELMER G. HORTON

DOCTOR OF MEDICINE—WITH HONORS

William Rankin Arrowsmith, B.S. (Muskingum College).....	Scio
Harry Leon Katz, B.A. (Western Reserve University); Ph.D.....	Cleveland
Herbert Franklin Kesinger, B.S. (Capital University).....	Wellston
John Alan Kramer, A.B. (Miami University).....	Batavia
Robert Stowers McCleery, B.A., M.A.....	Columbus
Howard Mathias Seitz, B.S. (University of Toledo).....	Toledo
Karl Stephen Ulicny.....	Salem
David Alexander Wilson, B.A. (The College of Wooster); M.A. (Wesleyan University)	East Liverpool

(Eight candidates)

DOCTOR OF MEDICINE

Walter Henry Angerman.....	Massillon
Charles Woodrow Barch, B.A.....	Duval
*William Clark Beck.....	Napoleon
Isadore Irving Binzer, A.B. (University of Michigan).....	Toledo
Albert Vincent Black, B.S. (University of Dayton).....	Dayton
*George Harrison Bonnell, Jr.....	Worthington
Charles Gailey Brown, Jr., A.B. (Denison University).....	Mansfield
Lee Huston Brown.....	Hamilton
Robert Raymond Brown, B.A.....	Columbus
James Martin Byers, Jr., B.A.....	Milledgeville
Herbert Richard Cammerer.....	Dayton
Austin Allen Coulson, B.A.....	Malta
Charles Louis Critchfield.....	Piqua
Thomas Robert Curran, B.A.....	Columbus
Sol Allen Danchik, B.A.....	Columbus
John Ward Doering, B.A.....	Martins Ferry
John Addis Dole, Jr.....	Ironton
Thomas Marvin Edwards.....	Cincinnati
Doyt Ellis Farling, B.A.....	Cleveland
Robert Charles Fox, A.B. (Heidelberg College).....	Fremont
Robert Lewis Frazier, B.A.....	New Philadelphia
Mark Abraham Freedman, B.A.....	Columbus
Carl Ferdinand Goll.....	Loudonville
John Elson Grimm, A.B. (Ohio University).....	Homeworth
Paul Edwin Grimm, B.A.....	Columbus
George Alfred Hampton, B.A.....	Canton
Casper Glendon Harner, A.B. (Ohio Northern University).....	Lima
*George Edgar Henderson.....	New Athens
Guilford Bert Hoiston, B.A., B.Sc. in Phar.....	Columbus
George Kenneth Hughes, B.A.....	Columbus
Forest Charles Hunter, B.A. (University of Alabama).....	Wapakoneta

* Two degrees.

Howard Marston Hunter, B.S. (Purdue University) ; M.S. (University of New Hampshire)	Hamilton
Robert Morgan Inglis, B.A.....	Columbus
Herbert Morton Jacobs, B.A., M.Sc.....	Cleveland
Robert B. Jacobs, A.B. (Cedarville College).....	Cedarville
George Watson Jacoby, Jr., B.S. (Ashland College).....	Ashland
Edward Charles Jenkins, B.A.....	Akron
Albert McGregor Johnston, A.B. (Rollins College).....	Marysville
Joseph Meyer Kaplan, B.A. (Western Reserve University) ; M.Sc.....	Cleveland
Solomon Klatman, B.A.....	Youngstown
Harlin Gill Knierim, B.A.....	Columbus
Benjamin Robert Koogler, B.A.....	Dayton
Walter Ernest Kramer, A.B. (Miami University).....	Chillicothe
William Henry Lane, B.A.....	Newark
Henry Thomas Lapp, B.A.....	Clarington
Henry Phillip Limbacher, A.B. (Berea College).....	Akron
Frank Tressler Linz.....	Cincinnati
Duane Delmar Love.....	Sandusky
Walter Earl Martin, A.B. (Wittenberg College).....	Piqua
*Jack Wesley Miles.....	Columbus
*Richard Ray Miller.....	Canton
Harvey Holmes Murphy.....	Barnesville
Clyde William Muter, A.B. (Hiram College).....	Warren
Walter Minoru Ozawa, B.A., M.A.....	Columbus
Clarence Glenn Paisley, B.A.....	Old Washington
Rudolph Wilkes Pedigo.....	Athens
George Frederick Peggs, B.A., B.Sc. in Edu.....	Cleveland
Earl Emery Pinnell.....	Osborn
Howard Freeman Polley, B.A. (Ohio Wesleyan University).....	Columbus
Thomas Knowlton Preston.....	Springfield
John Alan Prior, B.A.....	Columbus
Joseph Aloysius Ridgeway, B.A.....	Columbus
James Edward Rose.....	Wilmington
Robert Samuel Rosner.....	Garrettsville
Raymond Howard Schroeder, B.A.....	Dayton
William August Schroer, B.A.....	Coldwater
William Shapero, B.A.....	Cleveland
Jack Merrill Sharp, B.A.....	Columbus
Juliet Ellen Stanton, B.A.....	Columbus
Gwyn Harrison Start, B.A.....	Toledo
Alvin Jacob Swingle, A.B. (Wittenberg College).....	Zanesville
John Howard Thomas, B.A. (Cornell University).....	Columbus
Myrtle Marie Thomas, B.S., M.S. (Columbia University).....	Portsmouth
Walter Joseph Urbanski, B.Sc.....	Lorain
Richard Elmer Vance.....	Columbus
Samuel Leonard Vinci, B.A.....	Cleveland
*Paul Henry Weaver.....	West Carrollton
Hall Skaer Wiedemer, B.A.....	Wadsworth
Elizabeth Isabelle Workman, B.A.....	Mt. Vernon
Harvey Darwin Wright, B.Sc. in Phar.....	Johnstown
*Jack Yonchar.....	Cleveland
Harold Curtin Ziegler, B.A.....	Columbus
Edward Mitchell Zucker, B.A.....	Portsmouth

(Eighty-three candidates)

COLLEGE OF DENTISTRY

DEAN: HARRY M. SEMANS

DOCTOR OF DENTAL SURGERY

Milton Stanley Ash.....	Brooklyn, N. Y.
Wilson Theodore Axline.....	Zanesville
Jarrett John Baker.....	New Matamoras
Dorral Dwaine Berry, B.A.....	St. Paris
Sydney Brandt.....	Newark, N. J.
James Emory Foote.....	Cleveland
David Seymour Goldstein.....	Merrick, N. Y.
George Henry Hopkins, Jr.....	Greenwich
Walter Bertram Horton, B.Sc.....	St. Marys
Beryl Kenneth Jones.....	Lore City
Harry Hayhurst King.....	Columbus
Winston Hunter Kirk, B.A. (Ohio Wesleyan University).....	Akron
Henry Lester Krieg.....	Fly
Nathan Aaron Lewis.....	Brooklyn, N. Y.
Sam Lieberman.....	Columbus
Eugene Hunter Marshall.....	Portsmouth
George Henry Parrot.....	Columbus
James Passerini.....	Barre, Vt.
Daniel Wilson Postance.....	Galion
Ernest Linn Purdum, D.D.S. (University of Minnesota).....	Cambridge
Ralph Richard Quinn.....	Cincinnati
Roy Steele Rogers.....	Hillsboro
Sigel Gossett Roush.....	Hillsboro
Joseph Ruderman, B.A.....	Gouverneur, N. Y.
Gerald Wells Sibley.....	Owego, N. Y.
Maurice Sitomer, B.A.....	Woodbourne, N. Y.
Dallas George Smith.....	Findlay
Floyd W. Stone, B.E. in Edu. (Ohio University).....	Columbus
Abe Malcom Thall.....	Columbus
Richard Karl Underman.....	Columbus
Milton Weisman.....	Brooklyn, N. Y.
Frank Edwin Willing.....	Rochester, N. Y.
Willard Cunningham Workman.....	Bellaire

(Thirty-three candidates)

COLLEGE OF VETERINARY MEDICINE

ACTING DEAN: WALTER R. HOBBS

DOCTOR OF VETERINARY MEDICINE

Joseph Herbert Adams.....	Cleveland
Russell Albert Barber.....	New Middletown
Willard Jacob Barga.....	Versailles
Earl Baumwell.....	Brooklyn, N. Y.
Ralph Joseph Becher.....	Botkins
Robert Edward Bittel.....	East Cleveland
Charles Richard Border.....	Pataskala
Earl Fredrick Brown.....	Manilla, Ind.
Fred Beck Coates.....	North Lewisburg
Eugene William Cole.....	Bennington, Ind.
John Robert Curtis.....	Portage, Wis.
James Hervey DeGroodt.....	Mendham, N. J.
Charles Benton Dibbell.....	Baltimore, Md.
Milton Warren Firestone.....	New York, N. Y.
William James Friderici, Jr., A.B. (Heidelberg College).....	Tiffin
Ralph Wells Greeno.....	Huron
Roger Grossman.....	Brooklyn, N. Y.
James Erwin Guthrie.....	St. Paul, Ind.
Russell William Hammermeister.....	Worthington

Elwood J. Hoffert.....	Tiffin
Wilson Samuel Hynes.....	Barnesville
Robert Loomis Jimison.....	New York, N. Y.
John Frederick Kantzer.....	Bucyrus
Sidney Leon Kaplan.....	New York, N. Y.
Fred Joseph Kingma.....	Chicago, Ill.
Meyer Koch.....	Brooklyn, N. Y.
Seymour William Kolodny.....	New York, N. Y.
John Raymond Krohn.....	Grandin, N. D.
Raymond Richard Lewis.....	East Cleveland
Adolph Martin Loch.....	Factoryville, Pa.
Carl Lohmeyer, B.Sc. in Agr.....	Verona, N. J.
William Lewis Lukens.....	Hillsboro
Neal Drumheller Lusk.....	Ashtabula
Philip Charles Manly.....	Malta
Isaac Homer Maxwell.....	Lost Creek, W. Va.
Glen Howard May.....	Brookston, Ind.
Robert Albert Moody.....	Columbus
Leo Francis Mundy.....	Kensington
George Robert Oldham.....	Charlottesville, Ind.
Herbert Ivan Ott, B.S. (Manchester College).....	Wheaton, Ill.
Charles Haig Ozanian, B.Sc. in Agr.....	Columbus
Ralph Heighton Packer.....	Akron
Stanley Edward Peters.....	Cleveland
Morris Pollard.....	Columbiaville, N. Y.
Robert Andrew Rands.....	Glen Cove, N. Y.
William Gerald Raudabaugh.....	Celina
James Frederic Robertson.....	Paterson, N. J.
Harry Louis Sherman, B.S. (Connecticut State College).....	Andover, Conn.
John Ray Smith.....	North Lawrence
Paul Albert Soldner.....	Columbus
William Edward Welbourn.....	Union City, Ind.
John Jacob Wickham.....	Cleveland
Joseph Albert Wiley.....	Coldwater
Harry Martin Zweig.....	Nassau, N. Y.

(Fifty-four candidates)

CANDIDATES FOR TWO DEGREES

William Clark Beck.....	Napoleon
Doctor of Medicine	
Bachelor of Arts	
Maude Crawford Blackwood, B.Fine Arts.....	Columbus
Master of Arts	
Bachelor of Science in Education	
George Harrison Bonnell, Jr.....	Worthington
Doctor of Medicine	
Bachelor of Arts	
Sterling Otis Dennen.....	London
Bachelor of Arts	
Bachelor of Science in Education	
Charles William Forman.....	Columbus
Master of Arts	
Bachelor of Arts	
George Edgar Henderson.....	New Athens
Doctor of Medicine	
Bachelor of Arts	
Louis Joseph Krakoff.....	Columbus
Bachelor of Arts	
Bachelor of Science in Business Administration	
Teresa Rose LaFratta.....	Columbus
Bachelor of Arts	
Bachelor of Science in Education	

Jeannette Ruth Lewis.....	Columbus
Bachelor of Arts	
Bachelor of Science in Education	
Jack Wesley Miles.....	Columbus
Doctor of Medicine	
Bachelor of Arts	
Richard Ray Miller.....	Canton
Doctor of Medicine	
Bachelor of Arts	
Dominic Phillip Renda.....	Steubenville
Bachelor of Laws	
Bachelor of Science in Business Administration	
Virginia Louise Starbuck.....	Columbus
Bachelor of Arts	
Bachelor of Science in Education	
Jordan Irving Taxon.....	Memphis, Tenn.
Bachelor of Arts	
Bachelor of Science in Education	
Lawrence Stanley Teple.....	Columbus
Bachelor of Industrial Engineering	
Bachelor of Mechanical Engineering	
James David Watson, Jr.....	Tiffin
Bachelor of Arts	
Bachelor of Electrical Engineering	
Paul Henry Weaver.....	West Carrollton
Doctor of Medicine	
Bachelor of Arts	
Harold Franklin Wise.....	Findlay
Master of Science	
Bachelor of Chemical Engineering	
Jack Yonchar.....	Cleveland
Doctor of Medicine	
Bachelor of Arts	

(Nineteen candidates)

BACCALAUREATE DEGREES

COLLEGE OF AGRICULTURE

DEAN: JOHN F. CUNNINGHAM

BACHELOR OF SCIENCE
IN AGRICULTURE

Lester Lowell Arnold.....	Arcanum
Carroll Homer Bartter.....	Columbia Station
James Calvin Beatty.....	Greenfield
Elvin Eugene Belt.....	Marysville
Clair Robert Bingham.....	New Milford
William Elmer Black.....	Cleveland
Robert Richard Boyd.....	Reynoldsburg
Clyde Edwin Bresler.....	Stoutsville
Frank Carroll Britt.....	Medina
Robert Hart Brundrett, Jr.....	Vandalia
Stanley Milton Cobb.....	Columbus
Donald Lester Coffman.....	Farmersville
Charles Preston Crabill.....	Springfield
Francis William Dalrymple.....	Mt. Vernon
Paul Fredrick Dickey.....	Dresden
Howard Chesley Doak.....	Marietta
Guthery Wilkins Drake.....	Bay Village
James Maurice Drake.....	Montpelier

Howard Henry Dumford.....	Pleasant Plain
Thomas Harold Eaglin.....	Lynchburg
David Martin Easterday.....	Racine
Fred Irvine Elliott.....	New Concord
Herbert Marion Everhart.....	Mechanicsburg
Donald William Fackler.....	Dayton
Charles Dale Fitzgerald.....	Old Fort
Donald Jacob Foos.....	Richwood
Glenn Earnest Galloway.....	Van Wert
Dwight Lester Garber.....	Brookville
Norman John Geiler.....	Portsmouth
Ralph William Gilbert.....	Cedarville
William Elmer Gill.....	Zanesfield
Claude Neilson Griffith.....	Delaware
Harold Paul Hamilton.....	Jefferson
John Wesley Hamilton.....	Jefferson
Allen Thomas Hansen.....	Bellevue
Rodger William Hiller.....	Ashland
David Walter Holdson.....	Conneaut
Charles Eugene Hootman.....	Shreve
Luther Wendell Howell.....	Napoleon
Roger Paul Humbert.....	Fayette
Daryl Oliver Hunter.....	Hillsboro
Louis Wilbur Jacquemin.....	Hamilton
David Robert Jones.....	Radnor
Isaac Palmer Jones.....	Oak Hill
Ira Edwin Jump.....	Collins
Luther George Karrer.....	Dublin
John Mallin Kays.....	Columbus
Glenn Charles Kinney.....	West Salem
Everett John Koenig.....	New Bremen
John Hewitt Manchester.....	Lake View
Maurice Eugene Masters.....	Ashland
Earl Provost McNutt.....	Columbus
James Carl Miller.....	North Canton
Maynard K. Mills.....	Wilmington
Kenneth Adelbert Mitchell.....	Cleveland
Robert Thomas Mitchell.....	West Chester, Pa.
Cyril Edgar Moore.....	Wooster
George Elmer Neeley.....	Lancaster
Lewis Scott Overturf.....	London
Joseph Edward Parrish.....	Sharon
Edwin Stanton Pastorius.....	Canton
Henry Clarence Peterson.....	Cincinnati
Henry Clinton Prior.....	Van Wert
Donald Frederick Rehl.....	Zanesville
Dan Crabill Roahan.....	Springfield
Paul Henry Rofkar.....	Port Clinton
Charles Wesley Shaver.....	Cheshire
John Frank Shawhan.....	Xenia
Joseph Garland Smith.....	Madisonville
Maurice Glenwood Smith.....	Chandlersville
William Karl Steuk.....	Sandusky
Charles Edward Straight.....	Kent
Paul Sidney Tawney.....	Cleveland
James William Tingley.....	Mendon
Clarence LeRoy Ulrich.....	West Alexandria
Eugene Van Meter.....	Columbus Grove
Thomas Alden Watson.....	Sarahsville
John Kimpton Wells.....	Shreve
Arthur Gongaware Wisler.....	Leontonia
William Abber Yant.....	Mt. Eaton

Delmar James Young.....	Sidney
Chester LeRoy Zimmerman.....	Wooster
(Eighty-two candidates)	

BACHELOR OF SCIENCE
IN HOME ECONOMICS

Dorothy Marie Armstrong.....	Columbus
Eleanora Baker.....	Columbus
Wealthy Iona Bish.....	Marion
Margaret Blessing.....	Washington C. H.
Rose Elizabeth Bruny.....	Marietta
Margaret Ann Conway.....	Plain City
Mary Maxine Dunlap.....	Kingston
Mary Cornelia Evans.....	Columbus
Jean Saxon Eversole.....	Columbus
Helen Pauline Fenstermaker.....	Baltimore
Martha May Fulton.....	Warnock
Maria Theresa Gulmi.....	Cleveland
Joy Loree Hardgrove.....	Westfield, N. J.
Louisa Belle Harrison.....	Fredericktown
Mildred Pauline Herr.....	Lodi
Alice Higgins.....	Cleveland Heights
Ruth Elnor Hopkins.....	Greenwich
Roma Ann Krumm.....	Columbus
Margaret Leota Lamb.....	Carroll
Betty Jane Lehman.....	Columbus
Doris Lieberman.....	Columbus
Corinne Ruth Linek.....	Columbus
Bonnie Jean MacDonald.....	Columbus
Elizabeth Macready.....	Monroe
Florence Frances McCall.....	Columbus
Jeanette Arlene McCoy.....	Wooster
Ruth Georgene McDermott.....	Toledo
Geraldine Emma Meyers.....	Monroeville
Helen Kellogg Mohler.....	Columbus
Virginia Moore.....	LaRue
Kathryn Louise Morris.....	Hamilton
Geraldine Lucille Murphy.....	Bucyrus
LaVina Mae Neidhart.....	Marion
Mildred Frances Porschet.....	Plain City
Doris Myrtle Rice.....	Farmer
Opal Florence Seifert.....	Bremen
Jeanette Isabelle Spies.....	Lowell
Lois Shirley Swan.....	Columbus
Mary Louise Thompson.....	Springfield
Madeline Gay Wallace.....	Columbus

(Forty candidates)

COLLEGE OF ARTS AND SCIENCES

DEAN: BLAND L. STRADLEY

BACHELOR OF ARTS—WITH HONORS

Desmond Corinne Auxier (cum laude).....	Columbus
Otis Deitz Black (summa cum laude and with Distinction in Chemistry).....	Cuyahoga Falls
Edward Brodsky (cum laude).....	Dayton
Alex Brown (cum laude).....	Cleveland
Judson Charles Butler (cum laude and with Distinction in Chemistry).....	Virginia, Minn.
Joseph Jenks Chamberlain, III (cum laude and with Distinction in Entomology).....	Dayton
Lewis Cohen (cum laude and with Distinction in Biological Sciences).....	Columbus
Janice Marie Davis (cum laude).....	Columbus

Ellery Theodore Drake (summa cum laude and with Distinction in Zoology).....	Niagara Falls
Robert Ewing Emmer (cum laude).....	Mansfield
Constantine Epp (cum laude).....	Columbus
Harold Irwin Farber (cum laude).....	Cleveland
Mary Jo Fink (cum laude).....	Kenton
Frederick Miles Flickinger (cum laude).....	Van Wert
*Charles William Forman (summa cum laude and with High Distinction in History)....	Columbus
William Louis Gans (cum laude).....	Dayton
William Green (with Distinction in Economics).....	Toledo
Lawrence Vincent Hagerty (cum laude).....	Columbus
Melvin William Harris (cum laude).....	New York, N. Y.
Denver Curtis Jividen (cum laude).....	Columbus
Frances Sharpe Johnson (cum laude).....	Westerly, R. I.
Virginia Carolyn Johnson (cum laude).....	Columbus
Saul Kottler (cum laude).....	Cleveland
*Louis Joseph Krakoff (summa cum laude).....	Columbus
*Jeannette Ruth Lewis (cum laude).....	Columbus
Ralph Louis Phillips (cum laude).....	New Boston
Lucille Virginia Reese (cum laude).....	Lancaster
Robert William Schafer (cum laude and with Distinction in Political Science).....	Cleveland Heights
Albert Henry Sealy, Jr. (summa cum laude).....	Columbus
Theodore Soltzberg (cum laude and with Distinction in Chemistry).....	Cleveland
(Thirty candidates)	

BACHELOR OF SCIENCE
IN JOURNALISM—WITH HONORS

James Hamilton Scheifley, A.B. (Princeton University) (cum laude).....	Kingston, Pa.
(One candidate)	

BACHELOR OF SCIENCE
IN OPTOMETRY—WITH HONORS

Charles Guess Peterson (cum laude).....	Carrollton
Herbert Samuel Terry (cum laude).....	New York, N. Y.
(Two candidates)	

BACHELOR OF ARTS

Ralph Emil Ablon.....	Dayton
Garrett Burt Ackerman.....	Columbus
Richard Hamill Allison.....	Columbus
Ann Altmaier.....	Columbus
Francis Winters Anderson.....	Ray
Julia Langhorne Appleton.....	Columbus
Wallace Francis Archer.....	Columbus
Harry Armogida.....	Canton
Josephine Foster Ash.....	Fostoria
Chester Everett Bates, Jr.....	Blanchester
Morris Lyle Battles.....	Chesterland
Justin J. Baumann.....	Cedarhurst, N. Y.
Charles Earle Beatley, Jr.....	Columbus
*William Clark Beck.....	Napoleon
Marvin Leonard Beder.....	New York, N. Y.
William Robert Beery.....	Columbus
Betty Jane Benton.....	Columbus
Betty Lee Berdan.....	Columbus
Geraldine Alice Blair.....	Columbus
*George Harrison Bonnell, Jr.....	Worthington
Anne Bonnet.....	Columbus
Burton Brager.....	New York, N. Y.
Joe Edwin Brann.....	Wilmington
Ruth Ione Braunlin.....	Portsmouth

* Two degrees.

Ernest Edwin Breyfogle.....	Columbus
Alice Lorraine Brobst.....	Columbus
Royal Jesse Brock.....	Columbus
Bane Hans Brooks.....	Portsmouth
Edward Stewart Broughton.....	Columbus
Barbara Banker Brown.....	Columbus
Ralph Edgar Brown, Jr.....	Columbus
Richard August Brunner.....	Columbus
Emily Margaret Burns.....	Mansfield
Robert Burnell Burrell.....	Columbus
Louis Bursky.....	Cleveland
Alden Joseph Bush, Jr.....	Gahanna
Dorothy Byron.....	Columbus
Margaret Ruth Calbeck.....	Columbus
Robert John Chevraux.....	Canton
Mary Jane Choate.....	Osborn
Bettie Genier Coble.....	Columbus
Benjamin Ralph Cohen.....	Cleveland
Frances Jane Cohn.....	Toledo
James J. Conn.....	Columbus
Richard John Coombe.....	Virginia, Minn.
Wilbur Guy Cory.....	Columbus
Betty Jane Courtright.....	Columbus
Virgil Charles Crisafulli.....	Wadsworth
Celesta Hearing Crumbaker.....	Lancaster
Spencer Wilson Cunningham.....	Portsmouth
Remo Salvatore Daltorio.....	Macedonia
Romeo Anthony DeMarco.....	Conneaut
*Sterling Otis Dennen.....	London
Paul Huston Dillahunt.....	Columbus
Ruth Lynn Dillon.....	Columbus
Theodore Jones Dodd.....	Steubenville
Charles Hugh Dowell.....	Bellefontaine
Mildred Dreveny.....	Lakewood
Luther Henry Drewes.....	Napoleon
Donald Richard Duncan.....	Akron
Jane Virginia Ebinger.....	Columbus
Virginia Rose Ebright.....	Columbus
James Oliver Edmister.....	Columbus
Ralph Bryant Elmer.....	Columbus
Robert Howard English.....	New Philadelphia
Mary Ruth Essex.....	Columbus
Gervais William Fais.....	Columbus
Melvin Ernest Farris.....	Lorain
Walter LaVerne Farris.....	Columbus
Katharine Ann Faulder.....	Wapakoneta
Raymond Vincent Feldman.....	Cleveland Heights
James Rodney Fischer.....	Warsaw
Robert Tschanen Fox.....	Sycamore
Virginia Martin Fox.....	Columbus
George Louis Frantz.....	Martins Ferry
Albert Calabria Frell.....	Warren
George Howard Gaul.....	Hanover
Charles Elmer Geckler.....	Waynesburg
Honora Alfred Glasco.....	Columbus
Florence Jeanette Goddard.....	Columbus
Samuel Ralph Goldman.....	Cleveland
David Haynie Greigor.....	Columbus
Morris Greenspun.....	East Liverpool
Grovenor Norman Grimes.....	Chicago, Ill.
Mary Jane Gruber.....	Columbus
Elsa Dorathea Guenther.....	Columbus

* Two degrees.

Frank Charles Harold.....	Alliance
Jerome Seymour Harris.....	New York, N. Y.
Helen Brandebury Harvey.....	Huntington, W. Va.
Emma Jean Hastings.....	Columbus
Roe Norris Hayhurst.....	Columbus
Jasper Millar Hedges.....	Ashville
*George Edgar Henderson.....	New Athens
William Edwin Hendrix.....	Columbus
Frances Winifred Hicks.....	Columbus
Susan Smith Hobbs.....	Rocky River
Jane McCloud Hoopes.....	Marysville
Abbott Franklin Houser.....	Marion
William Henry Howard.....	Columbus
Anson Elder Hull.....	South Vienna
Richard Arthur Ibson.....	Youngstown
John Joseph Jiga.....	Martins Ferry
Flora Hartman Jones.....	Columbus
Mason Scott Jones.....	Chillicothe
Paul Julian Kadull.....	Cleveland
David Aaron Kaufman.....	Cleveland
Edward Kelemen.....	Youngstown
Morris Wall Keller.....	Cleveland Heights
Gershon Kerastein.....	Columbus
Frank McClintic Kibler.....	Columbus
Joe Stewart Kirkpatrick.....	Columbus
Susanne Coates Kittle.....	Columbus
Martha Eloise Knox.....	Orlando, Fla.
Helen Lenore Kromer.....	Columbus
Andrew James Kuzmenko.....	Cleveland
*Teresa Rose LaFratta.....	Columbus
Virginia Marjorie Lamp.....	Columbus
Edward Charles Lawless.....	Columbus
Leota Ida Leeper.....	Columbus
Zenda Lillian Lieberman.....	Steubenville
John Samuel Liggett.....	St. Clairsville
Ray Little.....	Carroll
Mack Sam Lopusniak.....	Martins Ferry
Edward William Ludwig.....	St. Clairsville
John James Lynch.....	Youngstown
Bruce Greiner Lynn.....	Columbus
George Frederick Macklin.....	Laurelville
Solomon Maggied.....	Columbus
Robert Hubbell Magnuson.....	Columbus
Russel Wayne Martin.....	Columbus
Dorothy Leach McClelland.....	Columbus
Sherwood Cecil McIntyre.....	Columbus
Louise Beardsley McKeever.....	Columbus
James McTaggart, Jr.....	Dayton
Gretchen Elizabeth Meckstroth.....	Columbus
Lulu Mina Mesloh.....	Columbus
Harry Franklin Mignerey.....	Stryker
Donald Kenneth Miles.....	East Liverpool
*Jack Wesley Miles.....	Columbus
*Richard Ray Miller.....	Canton
Lowell Leroy Milton.....	Hollansburg
Albert Maurice Mogg.....	Youngstown
William Duane Monger.....	Columbus
Jeannette Morden.....	Worthington
Marjory Morrow.....	Lockland
Jack D. Moyer.....	Lorain
Doris Jean Murphy.....	Chillicothe
Ernest Clifford Myers.....	Quaker City

* Two degrees.

Max Headley North.....	Columbus
Jean McAlpine Ogden.....	Columbus
Martha Lillian Owen.....	Newark
Walter Sharp Page, Jr.....	Columbus
David Papier.....	Columbus
Vincent George Peiffer.....	Genoa
Rollin Lee Petersen.....	Columbus
Bernard David Pollock.....	Akron
Letha Jean Porter.....	Buford
Emily Joanna Powelson.....	Zanesville
Mary Niconovna Prihodoff.....	Maple Heights
William Albert Puig.....	New York, N. Y.
Jarko Radancevich.....	Columbus
Walter John Rankin.....	Columbus
Sylvia Helen Reich.....	Knoxville, Tenn.
Robert Edward Reiheld.....	Loudonville
Allan James Rippner.....	Cleveland
Frank Albert Robison.....	Newark
Marvin Henry Roszman.....	Morral
Dorothy Fay Sarver.....	Perrysburg
Leroy Bernard Schumaker.....	Avon Lake
Howard Jay Scott.....	Cambridge
Arthur Morrison Sebastian.....	Columbus
Charlotte Betty Segal.....	Lafayette, Ind.
Cornelius Leroy Senseman.....	Miamisburg
Robert Jones Shafer.....	Canton
Herbert Edward Shaftel.....	Brooklyn, N. Y.
Neoma Libby Shapiro.....	Cincinnati
Milton Morse Sheppard.....	Indianapolis, Ind.
Robert MacNeill Sherman.....	Columbus
Betty Jane Sipher.....	Toledo
Theodore Beaton Smith.....	Columbus
John Charles Snyder.....	Bloomville
Kathleen Miriam Snyder.....	Columbus
David White Sprague.....	Hubbard
John Laurel Squier.....	Columbus
Frederic Dudley Stanton.....	Columbus
*Virginia Louise Starbuck.....	Columbus
Robert Pattin Smith.....	Columbus
Arthur Lester Tackman.....	Columbus
*Jordan Irving Taxon.....	Memphis, Tenn.
Edward Seeton Thorn.....	Canton
Charlotte Caroline Thumm.....	Cleveland
Dan Trivich.....	Akron
Robert Molder Turner.....	Mansfield
Eleanor Jeanne Utley.....	Columbus
Lillian Van Harlingen.....	Dayton
Charles Samuel Vinson.....	Portsmouth
Betty Glede Waid.....	Columbus
Waldo Frank Walker.....	Columbus
George Charles Walters.....	Bellaire
*James David Watson, Jr.....	Tiffin
*Paul Henry Weaver.....	West Carrollton
Willis William Webster.....	East Canton
Emily Ide Wheaton.....	Columbus
Katherine Halsey Williams.....	Columbus
Rena Emma Williams.....	Wooster
Arthur Frederick Wolf.....	Valley City
Richard Lee Woodyard.....	Junction City
*Jack Yonchar.....	Cleveland
Joseph Lewis Zachary.....	Cleveland

* Two degrees.

Marian Alberta Zimmer.....	Newcomerstown
Sam Zlotnick.....	Youngstown
(Two hundred and eleven candidates)	

BACHELOR OF SCIENCE

Walter Joseph Tims, M.D. (as of the Class of 1930).....	Youngstown
(One candidate)	

BACHELOR OF SCIENCE
IN JOURNALISM

Louie Woodrow Barnard.....	Cleveland
Randolph Boyd.....	Edon
George Roscoe Burg.....	New Lexington
Robert Walrath Burns.....	Andover
Robert William Cyester.....	Dayton
Margaret Hope Ferguson.....	Conneaut
Betty Mae Fischer.....	Cleveland
Catharine Chrisman Fuller.....	Columbus
Louis Harry Goldberg.....	Cleveland
Frances Ina Harman.....	Columbus
Robert Hegler.....	Columbus
Ella Elizabeth Jordan.....	Columbus
Edna Kastner.....	Piqua
Sara Rebecca Lemon.....	Hillsboro
Margery Edith Marshall.....	Newark
Richard Harry Moorhead.....	Findlay
Gustine Elizabeth Munday.....	Dayton
William Francis Murray.....	Waterford, N. Y.
Eugene Russell Neeff.....	Columbus
Philip David Nice.....	Columbus
Melissa Jane Olds.....	Conneaut
Hart Farrand Page.....	Midvale
John David Quist.....	Cleveland
Harold Charles Reed.....	Richwood
Charles Rudolph Reynolds.....	Ashtabula
Earle Edward Rosenblum.....	Toledo
Marjorie Harriet Sapp.....	Ravenna
Robert Franklin Shield.....	Columbus
Edgar Adam Shipley.....	Richwood
Milberry Kathryn Snyder.....	Marysville
Martha Jane Stambaugh.....	Shelby
Sidney Purdy Stewart.....	St. Clairsville
Doris Eileen Strawn.....	Milford Center
James Sanford Temple.....	Canal Winchester
Melvin Earl Tharp.....	Columbus
David Thomas, Jr.....	Middletown
Alice Elizabeth Tipton.....	Williamsport
William Stanley Valgona.....	Lafferty
Howard Aloysius Volk.....	Delphos
Thomas John Wallace.....	Cincinnati
James Manley Wessel.....	Cleveland
Harry William Zimmerman, Jr.....	Martinsburg, W. Va.
(Forty-two candidates)	

BACHELOR OF SCIENCE
IN OPTOMETRY

Daniel George Albert.....	Dansville, N. Y.
Harry Barax.....	New York, N. Y.
Robert Elon Bates.....	Lakewood
Eli Larry Belenky.....	New York, N. Y.
Hugh Lewis Bott.....	Woodsfield

William Richard Counter, Jr.	Newark
Wilma Phyllis Farnsworth	Columbus
Eugene Ira Fischer	Jamaica, N. Y.
Eugene Francis Fuchs	Chillicothe
Ernest Malcolm Gaynes	Detroit, Mich.
Richard Harris Glanville	Ironton
Morris Isidor Grossman	Brooklyn, N. Y.
Woodrow Wilson Gygli	Madison
Charles Arthur Howe, Jr.	Buffalo, N. Y.
Wilbur Albertus Hyre	Trotwood
Herbert Demmert Johnston	Cleveland Heights
Mary Elizabeth Jurgensen	Middletown
Leon Arnold Kauderer	Brooklyn, N. Y.
Mitchell Joel Kauderer	Brooklyn, N. Y.
Herbert Ralph Kimmelman	Toledo
Harry Russell LaFever, Jr., A.B. (Columbia University)	Kingston, N. Y.
Bernard Ellsworth Naylor	Columbus
Everett Demont Naylor	Columbus
Charles Dale Ross	Columbus
William Schiffman	Cleveland Heights
Robert Colin Schopp	Tonawanda, N. Y.
Donald Madden Stump	Dresden
Albert Joseph Tarlitz	Cleveland
Sidney Austin Waldman	Cleveland
Howard Leonard Weinberg	New York, N. Y.
Hazael Edward Welton, B.S. (Tennessee Agricultural and Industrial State College)	Columbus

(Thirty-one candidates)

COLLEGE OF COMMERCE AND ADMINISTRATION

DEAN: WALTER C. WEIDLER

BACHELOR OF SCIENCE

IN BUSINESS ADMINISTRATION—WITH HONORS

Robert Hugh Birkhold (with Distinction in Accounting)	Rosewood
William Monroe Borton (with Honors and with Distinction in Marketing)	Cambridge
Jack David Colclough (with Honors)	Norwood
Frank Kern Griesinger (with Honors and with Distinction in Marketing)	Kansas City, Mo.
Leonard Lima Hopkins (with Distinction in Accounting)	Lima
*Louis Joseph Krakoff (with Honors)	Columbus
Arthur Nicholas Mindling (with Honors)	Bayard

(Seven candidates)

BACHELOR OF SCIENCE

IN SOCIAL ADMINISTRATION—WITH HONORS

Abe Kutnick (with Honors)	Cleveland
Samuel Sidney Newhouse (with Honors)	Ostrander
Janet Harvey Rastall (with Honors)	Washington, D. C.

(Three candidates)

BACHELOR OF SCIENCE

IN BUSINESS ADMINISTRATION

Paul Edward Alban	Van Wert
William Breckenridge Albertson	Columbus
Nancy Catherine Amos	New Matamoras
Thomas William Applegate	Columbus
Fred McClelland Atchinson	Columbus
Hershal Samuel Atzenhofer	Ozark
Carlyle Muff Baker	Somerville
Charles Brown Ballou	Columbus

* Two degrees.

Jack Edward Bell.....	Cuyahoga Falls
Paul Alfred Bigler.....	Powhatan Point
William A. Blair.....	Cleveland
Michael James Borrelli.....	Willoughby
Kenneth Boswell.....	Columbus
Jack Junior Bray.....	Marion
Eleanor Brownlee Bricker.....	Columbus
George Peter Brown.....	Columbus
John Elwood Brownlee.....	Boweston
Joseph Erwin Bush, Jr.....	Dresden
William Raymond Calhoon.....	Columbus
Robert James Cavanaugh.....	Buffalo, N. Y.
Philip Martin Cessna.....	Cadiz
Richard Eugene Cheney.....	Marion
Douglas Lessel Cochran.....	Columbus
Harold Abraham Cohen.....	Cleveland
Donald Paul Conover.....	Loveland
John William Corbett, Jr.....	Columbus
Douglas Taylor Cree.....	Schenectady, N. Y.
Sterling William Deetz.....	Orrville
Robert Louis Deibel.....	Columbus
Robert Alan Dickey.....	Chillicothe
William Charles Diemer.....	Toledo
Charles Allen Dolby.....	Columbus
Clarence Frederick Dunning.....	Galion
Fred Kenneth Eaton.....	Wooster
Howard Lewis English.....	Columbus
Morton Irving Epstein.....	Logan
Richard Paul Fenstermaker.....	Worthington
Garrison Fred Finzer.....	Sugar Creek
Paul Robert Fitez.....	Sunbury
Elizabeth Ann Flack.....	Dayton
Ralph Edward Flack.....	Columbus
Tully Vincent F. Foster.....	Masury
Mary Louise Fox.....	Huron
Richard Harrison Fuller.....	Columbus
Mary Virginia Furniss.....	Columbus
Walter Luzerne Goodrich.....	Brunswick
Richard Kabat Grace.....	Columbus
Margaret Elizabeth Gregg.....	West Jefferson
Carter Hall Grinstead.....	Columbus
Rosemary Grogan.....	Columbus
Don Mengert Gump.....	Columbus
David Charles Gustafson.....	Columbus
Philip Edward Gustafson.....	Columbus
Robert Shupp Hall.....	Bucyrus
James Edward Hamilton.....	Conneaut
William B. Hargreaves.....	Akron
Donald Clare Haroldson.....	Toledo
William Peter Heinlein, Jr.....	Erie, Pa.
William Arthur Hendrix, Jr.....	Columbus
Robert Daniel Hensel.....	Fremont
James Douglas Hill.....	Sandusky
William Martin Hoffman.....	Columbus
Joe Hays Hornbeck.....	Dayton
Joseph Horwitz.....	Cleveland
Hugh Fredrick Hughes.....	Wakefield
Lawrence Madison Irvin.....	Cleveland
Evanda Adelaide Johnson.....	Akron
Helen Jones.....	Columbus
William Brownlee Jones.....	Youngstown
Benjamin Karchin.....	Vermilion
James Edward Karnes.....	Columbus

Donald Robert King.....	Columbus
Robert Andrew Kloss.....	Columbus
Samuel Ellsworth Lambert.....	Columbus
Louis Lamm, Jr.....	Lorain
Charles Herbert Law.....	Cumberland
Hugh Bertram Lee, Jr.....	Terre Haute, Ind.
Fritz Adolph Lichtenberg, Jr.....	Columbus
Mary Elizabeth Lodge.....	Columbus
John Thomas Lucas.....	Woodsfield
Robert Burnham Martin.....	Geneva
Charles Huber McDowell.....	Canton
Robert Paul McKenzie.....	Steubenville
Lois Elma Meeker.....	Huron
David Bernard Mellman.....	Columbus
James Richard Miller.....	Shelby
Fred Weaver Moyer.....	Columbus
Sidney Buel Mullholand.....	Defiance
Jane Winifred Murschel.....	Sandusky
James Richard Myers.....	Mansfield
Saul Edward Nassau.....	Castle Shannon, Pa.
Richard Bly Neiger.....	Cuyahoga Falls
Edgar William Newlon.....	New Lexington
Robert Alan Ogden.....	Portsmouth
Edwin Royse Oglesby.....	West Middletown
Robert Emanuel Oscar.....	Cleveland Heights
Ruth Margaret Overholt.....	Fostoria
Charles William Owen.....	Columbus
Carl Work Palmer.....	Columbus
John Wright Patterson.....	Cadiz
Robert Griffith Pfeiffer.....	Columbus
Martin Pierce Phelan.....	Cleveland
Albert Raymond Pike.....	Orwell
Ward Eugene Pontius.....	Uniontown
Robert John Quaintance.....	Bucyrus
*Dominic Phillip Renda.....	Steubenville
Richard Henry Rice.....	Lakewood
John Reid Roller.....	Columbus
Rex Roudebush.....	Carrollton
Robert George Runser.....	Glenshaw, Pa.
Ronald Emerson Ryder.....	Fremont
Gregory Nick Salvatore.....	Columbus
Herman Andrew Schafer, Jr.....	Bridgeport
John Jefferson Schiff, Jr.....	Cincinnati
Dick Leurtis Schumacher.....	Canton
William Leonard Shade.....	Lorain
Philip Henry Sheridan.....	Columbus
Sidney Solomon Schoolman.....	Rochester, N. Y.
Anita Jean Smith.....	Columbus
Roger Hegler Smith.....	Washington C. H.
James Davis Stieber.....	Dover
Erwin Strauss.....	Cleveland Heights
George Price Tarr, Jr.....	Lakewood
Sam Fred Test.....	Youngstown
Lester Mansfield Thayer.....	Chardon
Robert Monroe Toll.....	Zanesville
Myron C. Topson.....	Columbus
Kathryn Jane Tron.....	Prospect
Louise Elizabeth Tron.....	Prospect
Ferdinand William Unckrich.....	Columbus
Hal Emerson Underwood.....	Massillon
Arthur Richard Walker.....	Columbus
William Kay Walker.....	Mt. Vernon

* Two degrees.

Lew Everett Wallace.....	Edon
George Franklin Ward.....	Maumee
Edward Evans Watson.....	Norwalk
Dorsen Verner Watts.....	Zanesville
Alwin Whitmer Weigel.....	Columbus
John Philip Welty.....	Lancaster
Stanley Harper White.....	Youngstown
Miriam Austin Whitsett.....	Columbus
John William Wilkinson.....	Logansport, Ind.
Hyman Daniel Wilkofsky.....	Cleveland
Mary Cathern Williams.....	West Salem
Robert Eugene Wilson.....	Ada
Robert William Wilson.....	Uniontown, Pa.
George Harrison Winchell.....	Troy
John Cliffe Winter.....	Columbus
Jane Helen Wolf.....	Columbus
Charles William Wolfard.....	Columbus
David Carlyle Wolfard.....	Huntington, W. Va.
William Reames Wood.....	East Liberty
John Lynn Woodard.....	Uhrichsville
Francis Ware Wright.....	Uniontown, Pa.
Ralph Emerson Yapple.....	Chillicothe
Israel Irving Yessenow.....	Lima
Virginia Ernestine Yoho.....	Columbus
Howard Norvin Zeigler, Jr.....	Van Wert
Helen Minnie Zimmerman.....	Columbus

(One hundred and fifty-nine candidates)

BACHELOR OF SCIENCE IN SOCIAL ADMINISTRATION

Armenette Zabell Armen.....	Columbus
Kenneth Earl Banks.....	Cleveland
Betty N. Bennett.....	McComb
Sylvia Berkowitz.....	Allentown, Pa.
Mary Louise Chapman.....	Columbus
Millicent Jane Clouse.....	Columbus
Jane Frances Coultrap.....	Columbus
Jayne Eyerman.....	Columbus
Leliabel Finley.....	Columbus
Portia Eloise Glover.....	Columbus
Wilma Isobel Gurney.....	Canton
Helen Virginia Hains.....	Bloomington
Fred James Henderson, Jr.....	Ironton
Anne Elizabeth Hill.....	Columbus
Betty Ann Horwitz.....	Columbus
Helen Bee Hunt.....	Richwood
Aileen Cameron James.....	East Cleveland
Helen Louise Jones.....	Columbus
Louis Kerdman.....	New York, N. Y.
Bernadine Ruth Killworth.....	Columbus
Rebecca Betty Klein.....	Cleveland
Joan Gertrude Kochman.....	Cumberland, Md.
Margery Louise Linebaugh.....	Columbus
Lillian Irene Liske.....	East Cleveland
Stella Masich.....	Girard
Florence Ellen McQuate.....	Gibsonburg
Rita Ann Monahan.....	Columbus
Jane Myers.....	Columbus
Ann Irene Newman.....	Columbus
Edward Junior Rydman.....	Toledo
Miriam Nedra Seesholtz.....	Canton
Marcella Lucile Smucker.....	Orrville
Leona Marie Thomas.....	Columbus

Elsie Mae Thurston.....	Dayton
Roberta Jeanette Tucker.....	Columbus
Beatrice M. Uncapher.....	Marion
Richard Ellsworth Wood.....	East Cleveland
Winifred Betty Young.....	Palmyra, N. Y.

(Thirty-eight candidates)

COLLEGE OF EDUCATION

DEAN: ARTHUR J. KLEIN

BACHELOR OF SCIENCE
IN EDUCATION—WITH HONORS

Betty Alberty (with Distinction).....	Columbus
Claude William Applegate (with Distinction).....	Sidney
Mary Lillian Conno r (with Distinction).....	Woodstock
Howard William Crall (with Distinction).....	Sidney
Frances Marie Horn (with Distinction).....	Van Wert
*Teresa Rose LaFratta (with Distinction).....	Columbus
Erma Esther Marting (with Distinction).....	Ripley
Gwynn Spencer McPeek (with Distinction).....	Bellville
Walter Boyd Oliver (with Distinction).....	Danbury
Donald Powell Parlette (with Distinction).....	Lima
*Virginia Louise Starbuck (with Distinction).....	Columbus
Kathryn Thompson (with Distinction).....	Columbus
Dorothy Mae Whitehouse (with Distinction).....	Warren

(Thirteen candidates)

BACHELOR OF SCIENCE
IN EDUCATION

David Donald Albritton.....	Cleveland
Elsa Sara Alexander.....	Youngstown
Roger Wendell Allen.....	Jackson
Louise Colvin Andrews.....	Powell
Elizabeth Marie Antinle.....	Youngstown
George Lyman Arms, Jr.....	Columbus
John James Ashbaugh.....	Shawnee
Virgil Blaine Ashcraft, B.A.....	Newark
Cecil Mae Asper.....	Berea
Elma Louise Ater.....	Delaware
Robert Bernard Bandlow.....	Euclid
Rachael Kathryn Bean.....	Columbus
Dorothy Eloise Becher, B.A.....	Columbus
Charles Wesley Bennett.....	Columbus
William Michael Berndt.....	Youngstown
Daniel Lee Berni, A.B. (Harvard University).....	Youngstown
Paul Clark Biggs.....	Columbus
Evelyn Louise Black.....	Columbus
*Maude Crawford Blackwood, B.Fine Arts.....	Columbus
Mary Anne Blair.....	North Jackson
Walter Joseph Bobula.....	Cleveland
John Junior Boroff.....	Tiffin
Ellen Louise Bower.....	Laurelville
Ermina Jane Bowers.....	Columbus
Robert Beecher Boyd.....	Findlay
Harold Russel Boyer.....	Seville
Myrtle Ellen Bracy.....	New London
Julia Mastriani Brandts.....	Poland
Huly Edwin Bray.....	Lima
Ellenor Belle Bricker.....	Mt. Sterling

* Two degrees.

Virginia Lee Brightwell.....	Wheelersburg
Dorothy Elizabeth Brobst.....	Columbus
Leo Milton Brown.....	Mansfield
Anita Emilie Brunner.....	Cleveland Heights
William Sherman Bucklew.....	Columbus
Paul William Butcher.....	Portsmouth
Edith Margaret Carstensen.....	Curtice
Joseph Anthony Catalano.....	Cleveland Heights
Jane Ernestine Cating.....	Gallipolis
Wilda Grace Chambers.....	Columbus
Betty Duncan Clark.....	Columbus
Lucile Clifton, B.A., M.A.....	Columbus
George Joseph Clontz.....	Warren
Lillian Sarah Cohodas.....	Geneva
Thelma Evans Conine.....	Worthington
Margaret Mary Conway.....	Plain City
Garnett Hoover Coulson.....	Zanesville
Mary Ellen Cox.....	Columbus
Geraldine Agatha Craig.....	Columbus
Jean Brock Crayton.....	Columbus
Margaret Janet Crider.....	Galion
George Walton Croninger.....	Wauseon
Evelyn Mae Cross.....	Warren
Elizabeth Kirchner Dale.....	Columbus
Nadine Daniels.....	Rocky River
John William Daulton.....	Portsmouth
Jane Kathryn Davis.....	Columbus
Lillian Violet Davis.....	Yorkville
Mary Rosyna Davis.....	Oak Hill
Doris Evalyn Dean.....	South Zanesville
James Alfred Dearth.....	Spencer
George DeLoache.....	Columbus
Thelma Catherine Demarest.....	Columbus
Ross Carroll Deniston.....	Lima
*Sterling Otis Dennen.....	London
Paul Eugene Desguin.....	Worthington
Vera Alice Dick.....	Zanesville
Dorothy Diehl.....	Columbus
Esther Grace Dillon.....	Peoria
Neva Gertrude Doak.....	Marietta
Victor Dorris.....	Bellaire
Hannah Chestora Dountz.....	Orient
Betty Anne Dove.....	Columbus
Richard Smith Downs.....	Martel
Jean Elizabeth Drake.....	Marion
Betty Jane Drescher.....	Ford City, Pa.
Helen Susan Drescher.....	Ford City, Pa.
Warren George Duemmel.....	Columbus
Betty Gwen Dusler.....	Columbus
William Homer Edington.....	Ironton
Mildred Faith Edwards.....	Columbus
Hugh Benjamin Evans.....	Columbus
Mary Jane Evans.....	Columbus
Mary Louise Exline.....	Columbus
Doris Grace Faulkner, B.S. in Edu. (Kent State University).....	Shelby
Frances Marie Fawcett.....	St. Clairsville
Bernadette Marie Feltes.....	Steubenville
Willard E. Ferrall.....	Columbiana
Betty Jane Fieldner.....	Bryan
Edgar E. Fischer.....	Jamaica, N. Y.
Mary Frances Follick.....	Hamilton
Grace Margaret Foster, B.Sc. in Bus. Adm.....	Columbus

* Two degrees.

Ina Ruth Foster.....	London
Norma Christine Fountaine.....	Portsmouth
Jane Sharp Frazer.....	Columbus
Dorothy Mildred Frazier.....	Columbus
Arnold Jack Frey.....	Cleveland
Robert Daniel Furniss.....	Westerville
Sara Marie Gaier.....	Minster
Robert Stewart Gardner.....	Bryan
Joseph Ernest Gary.....	Campbell
Mary Elizabeth Gaumer.....	Marysville
Lucille Ruth George.....	Unionville Center
Mary Kathryn George.....	Columbus
Ramon Thomas George.....	Lancaster
Charles Herman Gladman.....	Uhrichsville
Virginia Margaret Glassmacher.....	Columbus
Robert E. Glenn.....	Plattsburg, N. Y.
William Gomborg.....	Cleveland
Harry William Graly, B.A., M.A.....	Ironton
Irene Elizabeth Graumlich.....	Reynoldsburg
Ross Albert Greek.....	Kunkle
Robert Victor Gregg.....	Huntsville
Jean Frances Grim.....	Lodi
Charley Ernest Groth.....	Arcadia
Virginia Dale Harmon.....	Columbus
Jeanne Ethelyn Harris.....	Cleveland Heights
Richard Lambert Harris.....	Columbus
John William Hartwig.....	Rock Camp
Adnelle Sara Harvey.....	Columbus
Jane Elizabeth Hatten.....	Marengo
Virginia Eileen Hawke.....	Newark
Henrietta Haworth.....	Columbus
Margaret Ruth Hazlebeck.....	Portsmouth
Helen Louise Held.....	Portsmouth
Elmer Wilson Hendren.....	Newark
Dolores Henninger.....	Ironton
Amy Barbara Cowgill Henson.....	Upper Sandusky
Melvin Paul Hershey.....	Akron
John Ralph Hipple.....	Columbus
Virginia Glen Hohenstine.....	Columbus
Selma Horwitz.....	Cleveland Heights
June Marie Houghton.....	Columbus
Frances Elizabeth House.....	Newark
Curtis Guy Howard, B.Fine Arts.....	Columbus
Margaretta Laird Hudson.....	Ashtabula
Richard Harris Huebner, B.Fine Arts, M.A.....	Wheeling, W. Va.
Kathryn Alice Huff.....	Dover
Richard Milton Irvin.....	Ohio City
Austin Williams Jepson.....	New Waterford
Harriet Lillian Johnson.....	Columbus
Marguerite Mae Johnston.....	Youngstown
Claren Corwin Jones.....	Rushsylvania
Claris Eugene Jones, B.A.....	Camp Chase
Dorothy Elizabeth Jones.....	Columbus
Eleanor Edith Kearns.....	Cleveland Heights
Kathryn Elizabeth Keck.....	Butler
Carol Spencer-Snowden Kennedy.....	Columbus
Doris Kathryn Kerns.....	West Mansfield
Isabelle Ruth Kirkpatrick.....	East Springfield
Louis Komaromy.....	Toledo
Virginia Mary Koons.....	Marion
James Emery Kovach.....	Cleveland
Morris Jack Krooshkov.....	Cleveland

* Two degrees.

J. Kirk Krutsch.....	Defiance
Frank Herman Kunkle.....	Kunkle
William Bonny Lakritz.....	Cleveland
Doris Elizabeth Lambert.....	Ironton
Rockie Joseph Larizza.....	Huron
Dorothy L. Lebo.....	Cleveland
Charles Thompson Lemon, Jr.....	Ripley
Ruth Margaret Lerch.....	Columbus
*Jeannette Ruth Lewis.....	Columbus
William Ralph Lewis.....	Columbus
Robert Gerald Lindemuth.....	Defiance
Jane Allen Linn.....	South Zanesville
Madeline Tootle Livingston.....	Frankfort
David Merlin Longenecker.....	Columbus
Ann Josephine Lucek.....	Cleveland
Sanford F. Lyne.....	Cambridge
William Lawson Manring.....	Columbus
Margaret Pauline Marshall.....	Columbus
Emma Kathryn Martz.....	Bellefontaine
Madeline Lucille Mason.....	Columbus
Adelyne Geraldine Massenelli.....	Columbus
Catherine Elizabeth Maxwell.....	Columbus
Anna Arminda May.....	Reynoldsburg
Mary Katherine May.....	Circleville
Thelma Elizabeth Lansing Mays.....	Columbus
Mary Gertrude McCollister.....	Columbus
Elizabeth May McCormick.....	Columbus
Mary Margaret McCue.....	Woodsfield
Beverly Lois McCuen.....	Columbus
Alice Elizabeth McCuskey.....	Columbus
Betty Lenore McFeely.....	Columbus
Charlotte Jones McKenna.....	Youngstown
Ruth Mary Meckstroth.....	New Knoxville
Kenneth Paul Miller.....	Columbus
Marguerita Mary Miller.....	Cambridge
Mary Cozad Miller.....	McArthur
Ruth Elizabeth Miller.....	Lockbourne
Gertrude Alice Misner.....	Herkhimer, N. Y.
Robert Edward Moore.....	Columbus
Thomas James Moore.....	Cadiz
Ruth Moorhead.....	Findlay
Ellen Stevenson Morley.....	Cleveland Heights
Sarah Elizabeth Morrison.....	Uhrichsville
Ruth Lucile Motz.....	Columbus
Mary Frances Mougey, B.A. (The College of Wooster).....	Wooster
Janice Aline Munyan.....	Columbus
Charles Jerome Murdock, Jr., B.A.....	Columbus
Virginia Ruth Murton.....	Independence
Edwin Lee Myers.....	Columbus
Dietrich Henry Neufeld, A.B. (Bluffton College).....	Dayton
Virginia Roslyn Newfield.....	Cleveland
George K. Novotny.....	Elyria
Mildred Catherine Novotny.....	Bergholz
Elmer Edward Noyes.....	St. Louisville
Margaret Kathryn Nunemaker.....	Lima
Josephine Martha Olmstead, B.A., M.Sc.....	Columbus
Victor Roy Oltmanns.....	Wickliffe
Mary Louise Osborn.....	Pataskala
Stella Elizabeth Overholt.....	Columbus
Emily Palmer.....	Washington C. H.
Laurence Albert Pape.....	Cincinnati
Donald Burr Patton.....	West Union

* Two degrees.

Bruce Lee Perry.....	Glenford
Catherine Belle Pharion.....	Columbus
Jane Fulton Plumer.....	Marietta
Edith Louise Porter.....	Lakewood
Eleanor Postle.....	Columbus
Helen Opal Prouty.....	Delaware
George Chester Puckett, A.B. (Wilmington College).....	Circleville
John William Pugh.....	Cleveland
Mary Jane Pyle.....	Linworth
Margaret Eunice Radebaugh.....	Toledo
Frances Louise Ramser.....	Wellington
Theron Quenten Ray, B.S. (Baldwin-Wallace College).....	Van Wert
Howard Wells Ream, B.S. (Wilmington College).....	Cleveland
Mary Katherine Reyer.....	Dayton
Charlotte Johnson Richards.....	Columbus
Ruth Ellen Roberts.....	Columbus
Margaret Jane Rose.....	Newark
Flora Hanna Rosenbaum.....	Columbus
Winnifred Eunice Roudebush.....	Columbus
Catherine Elizabeth Roush.....	Cleveland
David Waite Russell, B.A., M.A.....	Ironton
Vera Sadler.....	Portsmouth
Dorothy Bernice Sain.....	Columbus
Hugh Charles Sauer.....	West Alexandria
Martha Jane Schieser.....	Millersport
Margaret Elizabeth Schreiner.....	Uhrichsville
Estelle Mae Schubach.....	Canton
Virginia Elizabeth Schwab.....	Canal Winchester
Mary Katherine Schweinfurth.....	Prospect
Celia Mae Scott.....	Cleveland Heights
Herbert William Seelbach.....	Columbus
Frances Dorsey Sell.....	Delaware
Albert Temple Senft.....	Columbus
Florence Cathryn Shaffer.....	Dennison
Elizabeth Mary Shawaker.....	Columbus
Mary Elizabeth Shears.....	Columbus
Dorothy Virginia Shuff.....	Centerburg
Robert Lloyd Slabaugh.....	Columbus
Jean Sharp Smith.....	Columbus
Enid Eileen Smoke.....	Pickerington
William McGrew Smylie.....	Martins Ferry
Eleanor Jane Snyder.....	Centerburg
Mabel Louise Snyder.....	Dayton
Ruth Stella Snyder.....	Columbus
Mabel Caroline Southard, B.A.....	Columbus
Richard Elmore Southwick.....	Columbus
Frank Michael Sowecke.....	Dayton
Glenn Edison Spangler.....	Adelphi
Virginia Adele Spangler.....	Adelphi
Margaret Ann Spicer.....	Columbus
Genevieve May Spriggs.....	Springfield
Betty Jane Stailey, B.Fine Arts.....	Columbus
Vera Lorene St. Clair.....	Columbus
George Edward Steele.....	West Union
Eleanor Louise Stegmiller.....	Columbus
Leroy G. Steinbeck.....	Leavittsburg
Oliver Ezra Steiner, A.B. (Bluffton College).....	Pandora
Dana Swank Still.....	Cumberland
Alma Belle Stoner.....	Fayette
Mary Amelia Straub.....	Columbus
Elizabeth Marie Suerdieck.....	Dayton
Eather Norma Swirsky.....	Cleveland
Jean Leslie Taes.....	Columbus

Ted Tatgenhorst.....	East Liverpool
*Jordan Irving Taxon.....	Memphis, Tenn.
Elizabeth Gillie Taylor.....	Columbus
Morris Neil Taylor.....	Powell
Lois Lentz Tefft.....	Columbus
Ralph Thomas Telfer.....	Lakewood
Russell Richard Thomas.....	Columbus
Betty Bernice Tisdall.....	Columbus
Earl Woodrow Toy.....	Columbus
Hazel Hutchinson Tyson.....	Columbus
Orval Lee Ulry.....	Westerville
Margaret Louise Van Buren.....	Forest
Guy Lawrence Van Nostrand, Jr.....	Mt. Vernon
Claude Richard Venosdel.....	Fredericksburg
John Andrew Wade.....	Columbus
Ethel Mary Wallrabenstein.....	Milan
Melvyn Eugene Walker.....	Toledo
Rowland Francis Walther.....	Columbus
Willard Fred Wankelman.....	Cincinnati
Arthur Allan Ware.....	Columbus
Doris Arlene Ware.....	Linworth
Ruth Alma Warner.....	Mt. Sterling
Campbell Stras Warren.....	Columbus
Ruth Elizabeth Warren.....	Delaware
Harriet Ruth Washburn.....	Morral
Paul Latham Weaver.....	Hilliards
Jeanette Ellen Weisberg.....	Columbus
Dorothea Geneva Welling.....	Buffalo
Frederick Price Wenger.....	Uhrichsville
Margaret Louise Wharton.....	Johnstown
Dorothy Virginia Wheeler.....	Wichita, Kans.
Robert Cordell Wheeler.....	Columbus
Mary Isabelle Whitehead.....	Columbus
Nancy Jane Whitehead.....	Columbus
Frances Maxine Whiteside, B.A., M.Sc.....	Youngstown
Gladys Edna Wildermuth.....	Pickerington
Blodwen Williams.....	Thurman
Delphene Elizabeth Williams.....	Round Bottom
Mary Frances Williamson.....	Columbus
Howard Francis Wilson.....	Columbus
Margaret Mary Wilson.....	Webster Groves, Mo.
Ruth Marion Wolford.....	Columbus
Charles Henri Woode.....	Columbus
Evelyn Daisy Wootton.....	Akron
Verne Brokaw Wootton.....	Mt. Vernon
Pauline Dorothy Yochman.....	Diamond
Arlene Ethel Young.....	Wharton
Mary Elizabeth Young.....	Mogadore

(Three hundred and twenty-seven candidates)

BACHELOR OF FINE ARTS

Freda Mary Boughton.....	Columbus
Helen Irene DeForest.....	Columbus
Mary Elizabeth Deming.....	Columbus
Mary Virginia Gallen.....	Columbus
Virginia Mabel Garver.....	Columbus
Eleanor Louise Grigsby.....	Columbus
William Craig Heffelfinger.....	Marion
Myrta Joanna Johnston.....	Columbus
Robert Donald King.....	Orrville
Elizabeth Hamilton Knotts.....	Columbus
Harry Dunkle Kurtz.....	East Cleveland

* Two degrees.

Helen Marenczuk.....	Cleveland
Hazel Belle Montgomery.....	Columbus
Richard Moore Ross.....	Columbus
Jacque Ruffin.....	Columbus
Jane Baldwin Simmons.....	Columbus
Virginia Arlene Smith.....	Shaker Heights
Vivian Alba Snyder.....	Millersburg
Margaret Thomas Stutsman.....	Columbus
Esther Taylor.....	Columbus
Ellen Margaret Vick.....	Columbus
Harold William Wellinger.....	Springfield

(Twenty-two candidates)

COLLEGE OF ENGINEERING

DEAN: CHARLES ELLISON MACQUIGG

BACHELOR OF ARCHITECTURE

Clarence Robert Gallogly.....	Columbus
Walter Christian Hansen.....	Zanesville
Wendell Reid Mintier, B.S. (Muskingum College).....	Columbus
William Edward Ricker.....	Columbus
Robert Harper Scott.....	Columbus
Roberta Blanche Shaver.....	Columbus
Victor Clinton Sloane.....	Galion
Donald George Spies.....	Lowell
Arthur Cyrus Swab.....	Oxford

(Nine candidates)

BACHELOR OF CERAMIC ENGINEERING

Robert Edwin Anderson.....	Columbus
Sydney Joseph Brooks.....	Cleveland
Thomas James Butler, Jr.....	Austin, Tex.
John Franklin Day.....	Columbus
Mortimer William Ebright.....	Columbus
Norman Louis Haldy.....	Columbus
Robert Ralph Hendren.....	Newark
Arthur William Jackson.....	Paragould, Ark.
Ernest Bradford Snyder.....	Bremen

(Nine candidates)

BACHELOR OF CHEMICAL ENGINEERING

Norman Carl Cammerer.....	Dayton
Maynard Earl Collier.....	Bowling Green
Robert Wayne Conaway.....	Columbus
Frank Joseph Cservenyak.....	Barberton
Paul Floyd Cunningham.....	Lima
Dana Dean Davis.....	Gallipolis
Howard David Evans, Jr.....	Youngstown
Louis Frederick Guentert.....	Toledo
Charles Henry Hiser.....	Springfield
John Stanley Ksepko.....	Cleveland
Frederick Eastman Levy.....	Fremont
Leland Willis Love.....	New Athens
Richard Francis McCormick.....	Columbus
Keator McClubbin.....	North Lewisburg
John William McKinney.....	Doylestown
Adolph Samuel Miller.....	Cleveland
Daniel Monroe Miller.....	Baltimore
Frederick Charles Neuhart.....	Zanesville
Alexander Newhouse.....	Columbus

Wayne Lester Oberlin.....	Canton
Robert Sidney Radow.....	Columbus
Prentice Warren Reeves.....	Columbus
Robert L. Savage.....	Paulding
Richard Doyle Schafer.....	Portsmouth
Randal Eugene Smith.....	Mineral Ridge
Albert Leavitt Taylor.....	Columbus
George Schambs Tobias.....	Mansfield
Garrett Loudon Wander.....	Columbus
Harry Bernard Warner.....	Columbus
John Tudor Wilson, Jr.....	Columbus
*Harold Franklin Wise.....	Findlay
Burton Meyer Wolf.....	Columbus
Gaylord Woodward.....	Stryker

(Thirty-three candidates)

BACHELOR OF CIVIL ENGINEERING

Emerson Hugh Bostwick.....	Galloway
Charles Edward Campbell.....	Carrollton
Charles Lewis Guard, Jr.....	Lebanon
Maurice Elbert Gump.....	Columbus
Robert Stephen Hall.....	Chardon
John Allen Hanlon.....	Barton
Wesley Auburn Hunting.....	Cleveland Heights
Robert Walter Huysman.....	Delphos
Robert Eugene Kibele.....	Columbus
Walter Henry Kuenning.....	Lima
John Evan McCall.....	Columbus
Joseph Monarchi.....	Bellevue
Richard Lewis Sloane.....	Columbus
Marlay Smith.....	Dayton
Robert George Wolfe.....	Columbus
Walden Mac Wren.....	Lewistown

(Sixteen candidates)

BACHELOR OF ELECTRICAL ENGINEERING

William Sydney Alberts.....	Cincinnati
Randall Gordon Alexander.....	Rittman
Frank Howard Andrix.....	Columbus
Glenn Lloyd Ruhland Baumhardt.....	Lakewood
Joseph Louis Bitonti.....	Youngstown
Graham Bauer Brown.....	Youngstown
Maurice Harold Eddy.....	Vermilion
Arthur Wade Fowle.....	Columbus
Frederick Howard Gardner.....	Columbus
John William Hrovath.....	Cleveland
Joseph John Ittes.....	Barebrton
Richard Walter Johnson.....	Columbus
Charles Evans Knight.....	Delaware
John Wesley Leas.....	Delaware
Norris Whitney Matthews.....	Caldwell
William Law Reed.....	Uhrichsville
James Maxwell Robinson.....	Sandusky
Paul Edwin Romoser.....	Lorain
Randall Thumm.....	Youngstown
Wilbur Hoadly Vance, Jr.....	Columbus
Werner William Vollrath.....	Milford Center
Claude Earl Warren.....	Grove City
*James David Watson, Jr.....	Tiffin

(Twenty-three candidates)

* Two degrees.

BACHELOR OF ENGINEERING IN MINING

Gilbert Eugene Arnold.....	Nelsonville
Carl Amandus Benson.....	Frazeyburg
Fred Bernhard Machol.....	Cleveland Heights
Charles Edward Schwab.....	Canal Winchester

(Four candidates)

BACHELOR OF INDUSTRIAL ENGINEERING

Robert Collins Behn.....	Lakewood
Corlin Oga Beum, Jr.....	Columbus
Jack George Boyer.....	Bucyrus
Claude William Castle.....	Swanton
Clyde Norris Castle.....	Swanton
James Samuel Detwiler.....	Columbiana
William Richard Dey.....	Mentor
David Lewis Freytag.....	Columbus
James William Gaston.....	Columbus
James Talbert Gates.....	Charleston, W. Va.
Stephen John Ginal.....	Cleveland
Robert H. Hatton.....	Akron
Harry Miller Hopkins.....	Springfield
Aden Franklin Huber, Jr.....	DeGraff
Paul Franklin Joseph.....	Pemberville
Robert Ellsworth Keller.....	Marshallville
Duanne Russell Lamiman.....	Zanesville
Thomas Watkins Lloyd.....	Portsmouth
Clement Marion McElroy.....	Columbus
Robert Earl Parish.....	Oneonta, N. Y.
Kenneth Joseph Renaud.....	Ashtabula
Howard William Stevens.....	Geneva
Warren Stock.....	Canton
*Lawrence Stanley Teple.....	Columbus
Willard Tobin.....	Jamestown
William Frank Utzinger.....	Dayton
Hermann Raymond Verwohlt.....	St. Clairsville
John Edwin Zirkle.....	Defiance

(Twenty-eight candidates)

BACHELOR OF LANDSCAPE ARCHITECTURE

Addie Stickley Godsey.....	Cleveland
Katharine Louise Harris.....	Yellow Springs
Hubert Conrad Schmidt.....	Cleveland

(Three candidates)

BACHELOR OF MECHANICAL ENGINEERING

Everett Lucius Baugh.....	Wilmington
Benjamin Philip Bayliss.....	Columbus
Elbert John Boebinger.....	Cincinnati
Harold Glenn Butcher.....	Powell
Rupert Atlee Chaffee.....	Portville, N. Y.
Robert Emerson Clark.....	Hartford
Harry Dean Coe, Jr.....	Youngstown
Robert Murray Conklin.....	Columbus
Philip Hildreth Curtiss.....	Dennison
Kenneth Clark Deemer.....	Warren
Delmond Leo Getz.....	Barberton
George Wilbur Ginn.....	Columbus
Wallace Sherwood Hanger.....	Columbus
Robert Ben Hines.....	Conneaut
Philip Carlisle Hughes.....	Hillsboro
John Christian Kinsey.....	New Philadelphia

* Two degrees.

Richard Theodore Langhorst.....	Sidney
Carl DeWalt Lynn.....	Selma
James Daniel Manney.....	Columbus
Joseph Roland McCorkle, Jr.....	Warren
Jack Charles Metzger.....	Westerville
Walter Otto Meyer.....	Logan
Andrew Joseph Peterson.....	Columbus
Samuel Wilson Pollock.....	Ironton
James Buxton Purdy.....	Columbus
George Egbert Rowland.....	Dayton
John William Sawyer, B.S. in E.E. (North Carolina State College of Agriculture and Engineering).....	Sanford, N. C.
Carl Frederick Schlub.....	Lancaster
Robert Converse Shoemaker.....	Columbus
Leo Moore Smith.....	Bloomdale
Kenneth Louis Stehle.....	Columbus
Carl Wesley Stuart.....	Bremen
James Musser Taylor.....	Columbus
*Lawrence Stanley Teple.....	Columbus
Francis Edward Weisend.....	Columbus
Roy Joseph Zook.....	Sterling

(Thirty-six candidates)

BACHELOR OF METALLURGICAL ENGINEERING

James Kenneth Elliott, B.S. (Mount Union College).....	Sebring
Robert John Fox.....	Massillon
John Charlton Myers.....	Portsmouth
Robert Byron Oliver.....	Columbus
Glenn Reeves.....	Massillon
Joseph Woodrow Seifert.....	Canal Fulton
Joseph William Spretnak.....	Cleveland
Robert William Simendinger.....	Springfield
Marion Cecil Uhl.....	Millersburg
Robert Jordan Walter.....	Portsmouth
Ralph Charles Wolf.....	Youngstown

(Eleven candidates)

BACHELOR OF SCIENCE IN PHYSICS

John Samuel Hess.....	Alliance
Robert James Steelman.....	Columbus
Richard James Wells.....	Zanesville

(Three candidates)

COLLEGE OF PHARMACY

DEAN: CLAIR A. DYE

BACHELOR OF SCIENCE
IN PHARMACY—WITH HONORS

Norman Harley Walt (cum laude).....	Cleveland
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(One candidate)

BACHELOR OF SCIENCE
IN PHARMACY

Julius Arnoff.....	Cleveland
Paul Von Beck.....	Cleveland
Justinian Boyer, B.A.....	Alliance
Louise Gertrude Chilcote.....	Columbus
Iven Clarence Clady.....	Bucyrus
Henry Cohen.....	Cleveland

* Two degrees.

Charles Philip Cole.....	Columbus
Harold Eugene Conrad.....	Newark
John Vaughn Felty.....	Columbus
Robert Bruce Findlay.....	Columbus
Paula Fisher.....	Cleveland
Robert Jacob Foeller.....	Columbus
Julius Edward Grossberg.....	Cleveland
Willard Jesse Hadley.....	Columbus
Charles Canfield Hamilton.....	Columbus
Marvin C. Harris.....	Columbus
Karl Conklin Johnson.....	Columbus
Paul Core Johnson.....	Columbus
Dale Leroy Kinsley.....	Hartsville
Alex Louis Kurland.....	Cleveland
Felix Todd Marshall.....	Dayton
Herbert William Nettleship.....	Columbus
Leslie Ellsworth New.....	Hamilton
Dominick Joseph Pintavalle.....	Schenectady, N. Y.
Roy William Schultz.....	Pickerington
Ford Woodrow Sterling.....	Fredericksburg
Franklin Graves Wells, B.A. (Ohio Wesleyan University).....	Croton
Howard Edward Whitacre.....	Springfield

(Twenty-eight candidates)